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ABSTRACT

This curriculum is designed for adult learners in the workplace whose reading and writing skills have never been developed as much as desired or whose skills have atrophied. The overall goal is to bring these learners to a level approximately equivalent to the end of 12th grade. This volume contains four of the nine modules in the curriculum; a companion volume contains the others. Module topics are: (1) reading; (2) mechanics: grammar and punctuation; (3) writing effective sentences; and (4) writing paragraphs. Each module consists of the following: overview, description of prerequisite knowledge and skills, approximate number of weeks to complete based on a contact hour per week schedule, list of objectives delineating the concepts students will learn and the skills they will acquire, background theory to these concepts and skills, activities and exercises to teach the concepts and skills, and suggestions for expansion. Teacher's versions for each exercise or test follow the student's versions; both versions are suitable for photocopying. (YLB)

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WORKPLACE WRITTEN COMMUNICATIONS MODULES: I-IV

A WORKING CURRICULUM
by Kenneth Huggins

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David Mathes

FOREWORD

Tom Peters indicated in Thriving on Chaos that Workforce training needed to become a national obsession. We are now in a time when it must become the obsession described by Peters. As we begin to realize the need for Workplace Literacy skills it has become clear that the skills of the workplace of the past are not those of the present or (indeed) of the year 2000. We have found that sometimes as many as six of every ten of us who work in industry, work in service sector business, labor behind a CRT, or function in management fall in at least one of the five areas of adult workplace literacy (Reading, Writing, Speaking, Listening, Math) at the full high school level. Some sectors of business and industry have discovered this fact earlier than others. Some have identified the need for basic skills at this "12th grade" level as they have changed technology.

Please note that we are not necessarily talking about the typical ESL, ABE, GED need alone! We are also speaking of the need to problem solve, work in groups, know basic computer functions, or give an informal speech in support of an idea or innovation. The truth is, however, that over 20% of us do not have a high school diploma, still others speak English as a second language, and others have basic education skills which (for lack of a better term) have atrophied over time. There is nothing magical about the '12th grade' level except that it is the level of attainment that we generally identify as attaining basic skills. I tried to address the overall issue of Workplace Literacy at the 12th grade level in the paper "Workplace Literacy: Raising the Floor of Education in the Workplace" This paper defined Manufacturing Literacy as "the ability to read and write at the twelfth grade level, to speak and listen with clarity and understanding in a team or work group, to have mathematics skills at a twelfth grade level sufficient to handle SPC (Statistic Process Control) problems, to have problem solving skills, and to have basic computer literacy skills." What is clear is that Workplace Literacy is different from general adult literacy in that Workplace literacy seeks to meet the goals of the individual and the employer at the same time. Since we began the development workplace literacy programs in our region we have moved from providing very specific curricula for each project to the more generic approach of this curriculum. That is not to say that the specific needs of the workplace are not important, indeed, they are. Tailored use of this curriculum is absolutely desired! What is present here is a shell that can be moved from setting to setting, workplace to workplace without the necessity of "reinventing" the wheel for each industry or business.

The Finger Lakes Regional Education Center has identified several areas of CORE SUBJECT MATTER which make up Workplace Literacy Skills for our region . At the end of this curriculum document you will find of full listing and timetable for the development of these material. The curriculum that follows has been developed by the center as a "teachable" curriculum directed toward workplace needs. It is not designed to be "easy" or necessarily the "end-all and be-all" of workplace curricula. It is not a "quick fix" for a very significant problem either. Instead, it is designed to be workplace specific and to move the learner toward a full 12th grade level attainment. Finally, I would encourage companies that use this material in their setting to make at least some of this training "on the clock." It is only in this way that a uniform level of attainment can be reached which will allow more technical firm specific training to take place.

You will notice that there is a license agreement with these materials. It is not our intention to discourage in any way the use of the material but we are interested in the scope of the use of the material. Therefore, please feel free to request these materials from the Finger Lakes Regional Center or to copy them and use them in your own setting under the provisions of the enclosed license. We ask that you do not , however, resell these materials. Please provide us with your comments about these materials or otherwise inform us about the use of the materials in your setting. Thank you for your interest in workplace literacy.

David M. Mathes
Executive Director
Finger Lakes Regional Education Center

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WORKPLACE WRITTEN COMMUNICATIONS MODULES: I-IV

**A WORKING CURRICULUM
by Kenneth Huggins**

**Finger Lakes Regional Education
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INTRODUCTION

STOP! DON'T TURN THE PAGE! I usually skip Introductions too, and jump to the meat of the book. However, this Introduction is essential in working with this Curriculum and I'll try to make it as painless as possible to read.

This Written Communication Curriculum is designed for adult learners in the workplace. Its aim is to help those whose reading and writing skills may have never been developed as much as they would like, or whose skills have atrophied over the course of a few years. The overall goal is to bring these learners to a level approximately equivalent to the end of twelfth grade. In reaching this level, they will then be ready for either or both of the following objectives:

To be ready to do college-level work.

To be ready for jobs or job roles which demand greater levels of reading comprehension and writing skill.

Recognizing that the learners using this Curriculum will vary greatly in background and skill, it is designed to have the greatest possible flexibility. The Curriculum consists of separate Modules which can be taught stand-alone, as long as the students meet the Prerequisites outlined in each. The Modules are arranged in increasing order of difficulty, so that they may be taught sequentially, e.g. English Mechanics comes before Sentence Structure, which precedes Paragraphing. In this way, the Curriculum could be the basis for a course of about a year. However, if your students don't need certain Modules, these could be skipped. Others could be pulled out and used alone. Certain ones, such as

Reading, could be taught out of sequence. Finally, each Module may be expanded and suggestions will be made as to how you might do this. Each Module consists of the following:

Overview.

Description of Prerequisite Knowledge and Skills.

Approximate number of weeks to complete, based on a contact hour per week schedule.

List of Objectives delineating the Concepts students will learn and the Skills they will acquire.

Background Theory to these Concepts and Skills.
Activities and Exercises to teach the Concepts and Skills.

Suggestions for expansion.

Rather than creating a separate Teacher's Edition for this Curriculum, included are Teacher's Versions for each exercise or test. These immediately follow the Student's Version on pages designated with letter following the numbers, e.g. 35A, 35B, 54A. Student's and Teacher's Versions have been printed separately so that they may be easily removed from the book and photocopied.

Objectives

The Objectives for each Module are worded in a more familiar and colloquial manner than that of strict "behavioral objectives" style. That is, the verbs sometimes designate non-observable behavior, e.g. "understand," and the standards for successful performance are not delineated.

There are three reasons for this. One is that many teachers are uncomfortable with the specificity and rigidity of the behavioral objectives format, and I want you to be as comfortable with these

objectives as possible. A second is the assumption that programs using this Curriculum will be taught in a manner other than the highly individualized approach that behavioral objectives are designed for.

The third reason is the hope that in making the language easy to understand, you will be encouraged to share the Objectives with the students. Students should always know what they are expected to learn, and toward that end, the Objectives for each Module are written simply and printed so that they may be easily reproduced or put on an overhead.

Learning Activities

The "voice" of this Curriculum is directed primarily toward the student rather than the teacher. Since there is quite a bit of background theory and explanation of the Concepts and Skills, I have combined this with Activities and Exercises. Through most of each Module, I do not directly address you, the teacher, but usually indicate your role in the activity. Some of these are in the form of suggestions or options.

You should feel free to modify or adapt any activity, and your role in it, depending on the needs of your group. For instance, in Module I - Reading, I have included a number of activities involving small groups of two or three. If, for some reason, this doesn't work well with your students, then it's fine to use groups of four or five.

In making copies of the Curriculum for your students, you'll probably want to remove the Module Overview, the Teacher's Versions of exercises, and the Ideas for Expansion. This is not because they need to be kept

secret, but simply because they do not pertain to the students' needs.

As you make such adjustments as you see fit, keep in mind that student input can be very useful. I feel that students at all levels should have more influence on the ways in which they learn, and to some degree, in what they learn. This is especially important with adult learners. If your background has been with high school, or even college, students it is likely that you will find these students more mature, more highly motivated, and more aware of what does and does not work for them in terms of learning style. Treat them more as peers than as subordinates and recognize all that they bring to the learning process. They will go further and you will find more enjoyment and fulfillment in your teaching.

Evaluation

Because they are so new and different, Workplace Literacy Programs present some novel factors to consider in evaluating students and the programs themselves. Since performance in such a program will not (and certainly should not) determine admission to college or job advancement, traditional grades will lose much of their effectiveness in pushing students to work. Fortunately, grades will also lose their capacity to create undue pressure on students, make them inappropriately competitive, induce them to cut corners or cheat, and lead them to value the grade more than the learning.

By now, my bias on the subject of grades should be clear. I am opposed to them at all levels, but especially in programs like these.

Having taught Oral Communication and Writing courses in a pioneer Workplace Literacy program, I know how important it was to teachers and students not to have grades. As teachers, we were able to use a wider variety of learning activities because we didn't have to worry about how we would grade them. Many of the students had approached the program with the sort of emotional baggage one might carry going to the office of the IRS or a dentist, and they were better able to concentrate on their learning, instead of worrying about getting a dreaded "D" or "F."

Therefore, I hope that you will resist any efforts on the part of others connected to the program to have a grading system. If the company wants to know who is doing well enough to continue in the program, go on to another, or go to college, a simple Pass/Fail with written teacher evaluations will suffice.

In the same manner, if the company should want to know who has performed in a superior fashion so that they might be groomed for advancement, written teacher evaluations and on-the-job assessments are far more informative and relevant. You can say that you prefer to use all the letters of the alphabet, not just A,B,C,D, and F.

Suggesting that grading systems be avoided does not mean, however, that evaluation doesn't matter. It does; students want to know how well you think they're doing, and you want to know that, and how well the program is achieving its goals.

In evaluating student and program performance, two key factors should be kept in mind. Evaluation should be:

ONGOING
and
MULTI-SOURCED

One of the problems with traditional grading is that it is often done at the end of something, a unit, a module, a course. You and your students will want to know as you go along how they are doing, and frequent informal, often subjective assessments are important in maintaining ongoing evaluation. These might take the form of teachers and students eating lunch together and discussing progress, teachers writing on student work comments that solicit their response, individual teacher-student conferences, or periodic checklists or rating forms of individual and program progress.

The narrow evaluation that is called "grading" traditionally comes only from the teacher. Broader and more effective evaluation should come from multiple sources. As indicated above, teachers and students can evaluate themselves and each other, and such perspectives often provide insights that are difficult for a teacher alone to make. Others involved in the program in non-teaching roles can share their observations. As long as none of these perspectives is given excessive importance, and all are viewed as worthwhile evaluative data, a comprehensive and useful evaluation can be made from pooling information from multiple sources.

It's true that much of this evaluative data is subjective, but that's all right. "Subjectivity" is not a dirty word, and "objectivity" is not always a positive one. Most of the evaluation we do in life is subjective,

and that includes job performance. We place a lot of faith in our subjective evaluations of people and events, and there is nothing wrong with this.

On the other hand, grades are rarely as objective as those giving them would like to believe. They are usually influenced by subjective factors, such as neatness or the teacher's impression of the student's effort. In addition, objective evaluation systems often ignore important student outcomes because they can't be quantified.

When evaluative data comes in an ongoing way from multiple sources, these serve as a check against unfair bias. This subjective evaluation will certainly be more comprehensive, and will likely be more valid, than any "objective" grading system.

MODULE I

READING

Prerequisites

Students should have a 10th grade reading level or better on the Graduate Equivalency Diploma (GED) Reading Test, the Reading part of the Test of Adult Basic Education (TABE), or the California Achievement Test (CAT).

If it is impossible or not feasible to give your students any of these tests (they could also serve as screening tests for entry into your program), a more general guideline could be the ability to read selected articles from Time or Newsweek at better than 150 wpm and 75% comprehension.

Time for this Module

This Module could be covered in about four weeks of five contact hour per week time (20 to 25 hours). This could vary tremendously, however, perhaps more so than other Modules.

Objectives

When they finish this Module, students will be able to:

Identify certain physical aids they can use to improve readings, such as guiding with fingers.

Identify Main Ideas in passages of college-level reading.

Identify Supporting Details by type, e.g. facts, examples, definitions , etc.

Understand the concepts of Unity and Coherence in paragraphs.

Identify Principles of Organization leading to Coherence, including Space, Time, Importance, Cause and Effect, etc.

Evaluate the differences among Facts, Opinions and "Gray Areas."

Understand Paraphrasing and Summarizing, and do both with college-level reading.

Understand the importance of Underlining and Outlining, and do both with college-level reading.

Understand the importance of Skimming and Scanning, and do both with college-level reading.

Read and understand various types of Graphic Displays, such as tables and graphs.

Overview

The Reading Module comes first in this Curriculum for two reasons. First, reading underlies everything else in academics. Without facility in reading, a student will struggle with anything he or she undertakes. More specifically, good reading ability is a prerequisite to good writing. If we don't understand how other writers put words together, we can never do that very well ourselves.

The second reason is that reading is really distinct from what follows in the Modules devoted to writing. Everything that follows builds directly toward learning to write well and then applying this ability in certain ways. Learning to read well contributes to writing well, but not as directly.

The breadth of this Module is greater than its depth. The components of good reading are many, and to treat each in sufficient depth to bring a really weak student up to college level would require a module the length of this entire Curriculum. That is why the Prerequisite is a fairly high level of reading prior to starting in your program. What we are trying to do is touch on each of the components of reading so that students can learn what they are and consciously apply them. This conscious understanding and application of reading skills is something you should focus on. The academic and technical literature the students will read will be largely organized around Main Ideas, Supporting Details, Implied Meanings (to be Inferred), and so on, and simply understanding this will quickly improve your students' comprehension.

Should you find that there are reading components with which a sizable number of students have difficulty, you may want to look into one of the many college reading texts on the market. You will find a few mentioned in

the Ideas for Expansion section.

This Module is organized around the different Skills I've mentioned. Each is explained with examples. Included also are Class Activities in which students can practice with material they bring to class. Then there are longer Exercises printed separately with a Teacher's Version including answers immediately following. This is so that you and students can evaluate their progress. Keep in mind what I said in the Introduction about evaluation, and don't think of these as quizzes to be graded and recorded.

Most of the reading selections in this Module are taken from texts on Business Management because that seems to be the most appropriate content area for the kind of students you have. If the information or ideas in any of them spark student interest and they want to discuss them, don't feel that you have to drag them back immediately to the Skill you're dealing with. Some of the most exciting learning is serendipitous, i.e. that which is discovered accidentally. Within what time constraints you have, allow the students to explore the information and ideas as much as possible.

The selections that have been taken from such texts are identified by author and page number. The full bibliographic information is below. Reading passages for which there is no attribution were written by the author.

Brown, Leland. Communicating Facts and Ideas in Business.
Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970.

Clark, Rodney. The Japanese Company. New Haven: Yale
University Press, 1979.

Cochran, Thomas C. 200 Years of American Business. New
York: Basic Books, Inc., 1977.

Heyel, Carl, editor. The Encyclopedia of Management,
second edition. New York: Van Nostrand Reinhold Co.,
1973.

Ouchi, William. Theory Z. Reading, MA: Addison-Wesley Co.,
1981

Peters, Thomas J., and Waterman, Robert H., jr. In Search of
Excellence. New York: Harper & Row, 1982.

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SECTION 1

Physical Aids to Reading

If you're not happy with your reading speed or comprehension, there are a number of things you can do physically on your own to improve. First of all, as your mother probably told you many times, be sure you have good lighting and sit up straight, or at least be in a comfortable posture.

You've probably also been told that you should read groups of words, not word for word. This is true, for you will not only read faster but your comprehension will be better.

If you like to use your fingers as a guide, particularly with difficult material, try using three fingers together rather than one as a pointer. This will facilitate reading by word groups rather than individual words.

As you increase your ability to read by groups, try moving your fingers less in a side-to-side fashion. You should be able to get to the point where, in reading material printed two columns to a page, your fingers travel down the column only, not side-to-side. You can also practice this with newspaper columns.

Some people like to use a finger from each hand about two inches apart, making a sort of moving window on the text. This also can be used to promote word group reading. As you become more effective, you can widen the window, increasing the size of the word groups. You may get to the point where the window is the size of a column and you can just move it vertically.

Some people have difficulty keeping their eye on the line. Inadvertently, it may stray below, picking up phrases from the next line or even two or three lines down. This is an unconscious habit and not a good one. To break it, try using a ruler or any sort of straight edge, moving it from line to line. This will help you focus on the line you're reading and block off the next two or three.

A way to combine finger window and ruler techniques is with a 3 by 5 card. Cut a slot in the card about one line high and two inches wide. Use this on your reading material and it will promote word group reading and block off distracting lower lines. As you become better at the word group reading, you can widen the slot.

Try a few or all of these techniques on your own. You'll have to practice to make them become natural, so don't expect overnight miracles.

If your plans include college, investigate what is available in the way of reading courses. Many do offer Speed Reading, which will improve your speed and comprehension. Be wary of commercial speed reading programs that promise you the ability to read War and Peace in half an hour while sipping a cool one on your patio. Reading gains are gradual and come from practice. An outfit that seems to promise everything is probably more interested in its own gains than yours.

SECTION 2

Main Ideas

Grasping a writer's Main Ideas is the basis of all effective reading. Identifying these Ideas and being able to put them in your own words is the essence of comprehension. When your teacher or supervisor asks you to read something, he is expecting that you will be able to determine the writer's Main Ideas and say what these are.

Identifying Main Ideas involves recognition of the importance of one of the basic units of writing, the Paragraph. By my definition, a Paragraph is, "a group of sentences about one central topic or idea." Knowing the connection between a Paragraph and a Main Idea will always help you to identify the latter.

When you read a paragraph, try to identify what the writer is trying to get across in those few sentences, what his or her point or Main Idea is. The key method for doing this is to focus on the Topic Sentence.

Ah yes, the good old Topic Sentence. Through the mists of memory comes the scratchy voice of Ms. Grundy, your seventh grade English teacher and she's saying something about topic sentences. "Oh yeah," you remember. "There was something she said about topic sentences. Aren't they the ones that introduce the topic?"

And a gold star for you. Yes, they are, as the name implies. A Topic Sentence is the one that usually, but not always, is first, the one that tells you what the paragraph is all about. It can customarily be identified as being broader and more general than the other sentences. These sentences explain, elaborate, illustrate, or in some other way support the Topic Sentence.

In the Paragraphs below, underline what you feel are the Topic Sentences.

Communication is a social process because two or more people are involved. Every letter requires a reader; every conversation requires a listener, who may respond to the message he receives by reporting it to someone or by taking some action that will influence others. A musical composition or a painting may result from the work of one person, but it is not completed until an audience has reacted to it. You have heard people speak of communing with nature; the beauties of nature have a message. The recipient of the message from nature may try to tell it to someone else, or he may respond by taking some action. A look at the majestic Grand Canyon, for instance, or a glorious sunset or beautiful rainbow may cause you to exclaim how great God is.

Brown, 6

The systems support for people on stage is also dramatic. For example, there are hundreds of phones hidden in the bushes, hot lines to a central question-answering service. And the amount of effort put into the daily clean-up amazes even the most calloused outside observers. In these and scores of other ways, overkill marks every aspect of Disney's approach to its customers.

Peters and Waterman, 168

In the first paragraph, you should have underlined the first sentence. In the second, the last sentence brings out the Main Idea and should be underlined. You should notice how these sentences almost summarize what the other sentences are saying.

The second paragraph was chosen to illustrate the point that the Topic Sentence is not always the first. However, most of the time it is, and this makes it easy to read and grasp the Main Ideas. This is because both before and after reading the passage thoroughly, you can read the first sentence of each paragraph and get a good idea of what the author is saying. We'll look more at this idea in section 8, on Skimming.

Occasionally, there is no Topic Sentence. The Main Idea may be implied and you will have to interpret what it is. Read the paragraph below and formulate your interpretation of the Main Idea.

Americans may be a bit too narrowly focused in interpreting our economic and social life. The notion that productivity may be dependent upon trust, subtlety, and intimacy, for example, probably seems strange to most people. Perhaps we can open our minds to new insights and new alternatives by considering some unique models of organization. First among these is the Japanese model. Once we understand it, we can then compare our own forms of organization with it and determine what is wanting in our own setting. Second, let us consider some maverick American companies that have many Japanese-like characteristics to pinpoint the ways in which we can indeed learn from the Japanese. Finally, let us acknowledge that management style and organizational form are nothing more nor less than one aspect of the larger organization of a society. Our ultimate goal shall be to understand how the structure of society and the management of organizations can be coordinated.

Ouchi, 10

At first reading, you might think that the last sentence serves as a Topic Sentence. However, it doesn't say anything about a comparison of Japanese and American companies, something indicated in the middle sentences of the paragraph.

A summary of the Main Idea might be something like, "By comparing Japanese and American Companies' management styles, and by looking at American companies that are like the Japanese, we can learn how social organization and management style may be linked to promote greater productivity."

A paragraph like this is clearly pointing toward what will be discussed and may serve almost as a brief outline of the chapter or passage to come. In fact, this paragraph is the final one of the Introduction to William Ouchi's Theory Z, whose overall objective is exactly what the summary above says.

Supporting Details

As previously indicated, the other sentences in the paragraph support the Topic Sentence by defining, explaining, showing examples, giving illustrations, offering testimony, or presenting facts as evidence. Read the paragraph below and see what the author is doing to support the Topic Sentence, which is the first.

Specific words, qualifying statements, and exact language clarify meaning. Concrete, simple language can be readily understood by all readers. In a message intended for a technician, special and technical terms may be used; in one intended for a layman, terms must be made clear through definition or common terms must be used. Aristotle once made the statement, "Think as the wise men do; write as the common people talk." This practice will help in getting people to understand a message, for as La Bruyere put it, "The greatest things gain by being conversational, writing simply and naturally, and using little words to express big ideas will all go a long way toward achieving understanding.

Brown, 114

The second and third sentences explain more of what he means in the Topic Sentence. He then gives quotes from two wise men as testimony to his Main Idea, and ends by restating it, a fairly frequent practice for many writers.

Read the next paragraph and see how the authors are supporting the Main Idea.

Our findings were a pleasant surprise. The project showed, more clearly than could have been hoped for, that the excellent companies were, above all, brilliant on the basics. Tools didn't substitute for thinking. Intellect didn't overpower wisdom. Analysis didn't impede action. Rather, these companies worked hard to keep things simple in a complex world. They persisted. They insisted on top quality. They fawned on their customers. They listened to their employees and treated them like adults. They allowed their innovative product and service "champions" long tethers. They allowed some chaos in return for quick action and regular experimentation.

Peters and Waterman, 13

Note, first of all, that there are two related Main Ideas and actually two Topic Sentences. The first is the second sentence, beginning with, "The project showed. . ." The second Topic Sentence is in the middle, and the shift in focus is signaled by the word, "Rather." What follows each of these is a list of examples of how excellent companies were brilliant on basics and kept things simple.

A skeptic among you might ask, "So? What's the point of determining what type of Supporting Details are used? It doesn't help you understand them any better." In fact, it does, and just as important, it helps you evaluate what you read.

Part of being a good reader is being a critical reader, one able to differentiate between what is important and what is not, and to determine the worth or validity of what is being said. You may have heard that you can't believe everything you read, that not all of it is true. Unfortunately, that is the case; some things you read are not true or worthwhile. (What you're reading now, however, is always true and always worthwhile.)

Thus, determining the type of Supporting Details used can help you decide whether to accept a Main Idea. If, for instance, a writer makes the statement, "American managers are unfeeling and dictatorial," and then illustrates this with two anecdotes from his personal experience, you might say that such a statement needs better support, some broad factual evidence, not just illustrations. (This type of support might be termed "Single File" evidence, after the person who once said, "All Indians walk in single file because the one I knew did.")

In any case, analyzing Supporting Details does help you grasp them and the Main Idea, and evaluate its worth.

Summarizing in graphic form what we've discussed so far, then, we'd

have something that looks like this page.

PARAGRAPH

has

TOPIC SENTENCE

giving

MAIN IDEA

and it has

SUPPORTING DETAILS

which can

DEFINE

EXPLAIN

SHOW EXAMPLES

SHOW ILLUSTRATIONS

OFFER TESTIMONY

GIVE FACTUAL EVIDENCE

If you've grasped this, then try Exercise 1. Read each paragraph, underline the Topic Sentence, and identify the type of Supporting Details. These may be of more than one type.

Your teacher has the Key to this Exercise, so after you've done it, you can go over the answers in class.

Exercise 1

1. The most discouraging fact of big corporate life is the loss of what got them big in the first place: innovation. If big companies don't stop innovating entirely, the rate almost certainly goes way down. According to Inc., a National Science Foundation study finds that "small firms produced about four times as many innovations per research and development dollar as medium-sized firms and about twenty-four times as many as large firms." Studying the same subject, the economist Burton Klein found that major firms are seldom if ever responsible for the major advances in their industries. Veronica Stolte-Heiskanen recently concluded a major study of fifty private and public sector research labs; her finding was roughly the same: "The relationship of objective material resources [fiscal and personnel] to research effectiveness is . . . generally minimal and sometimes negative"

Peters and Waterman, 200

Supporting Detail _____

2. The shift in business activity toward marketing, which was first noticeable in the 1920's and was still continuing in the 1970's, took many different forms. As American and world business adjusted to more normal routines in the middle fifties the trend became obvious statistically. Next to services, including those of government, wholesale trade grew most rapidly in percentage of national employment between 1955 and 1970, while manufacturing declined. The real shift was undoubtedly greater than indicated by the census, because "manufacturing" firms came to house more personnel in marketing and fewer in fabricating. Another indication was a doubling between 1954 and 1967 of the number of jobbers, agents, and so forth classed by the census as merchant wholesalers.

Cochran, 192

Supporting Detail _____

3. That first small spark of desire to change typically comes from a key person who cares sufficiently about the organization to invest the time, energy, and risk in taking leadership. A manager who chooses to lead his department, division, or company in a new direction can produce sufficient trust and sufficient incentive for change to sustain the process for some period, perhaps a year. If, during this period, some signs of progress can be discerned by the followers, then the process of change will become nearly self-sustaining. But this is how it commonly begins:

Exercise 1 Teacher's Version

1. The most discouraging fact of big corporate life is the loss of what got them big in the first place: innovation. If big companies don't stop innovating entirely, the rate almost certainly goes way down. According to Inc., a National Science Foundation study finds that "small firms produced about four times as many innovations per research and development dollar as medium-sized firms and about twenty-four times as many as large firms." Studying the same subject, the economist Burton Klein found that major firms are seldom if ever responsible for the major advances in their industries. Veronica Stolte-Heiskanen recently concluded a major study of fifty private and public sector research labs; her finding was roughly the same: "The relationship of objective material resources [fiscal and personnel] to research effectiveness is . . . generally minimal and sometimes negative"

Peters and Waterman, 200

Supporting Detail _____ Facts

2. The shift in business activity toward marketing, which was first noticeable in the 1920's and was still continuing in the 1970's, took many different forms. As American and world business adjusted to more normal routines in the middle fifties the trend became obvious statistically. Next to services, including those of government, wholesale trade grew most rapidly in percentage of national employment between 1955 and 1970, while manufacturing declined. The real shift was undoubtedly greater than indicated by the census, because "manufacturing" firms came to house more personnel in marketing and fewer in fabricating. Another indication was a doubling between 1954 and 1967 of the number of jobbers, agents, and so forth classed by the census as merchant wholesalers.

Cochran, 192

Supporting Detail _____ Time

3. That first small spark of desire to change typically comes from a key person who cares sufficiently about the organization to invest the time, energy, and risk in taking leadership. A manager who chooses to lead his department, division, or company in a new direction can produce sufficient trust and sufficient incentive for change to sustain the process for some period, perhaps a year. If, During this period, some signs of progress can be discerned by the followers, then the process of change will become nearly self-sustaining. But this is how it commonly begins:

Ouchi, 99

Supporting Detail _____

4. Other observers have noted the same phenomenon. A Business Week writer, in a celebrated issue devoted to the subject of reindustrialization, put the case succinctly: most top management is "lacking a gut feeling for the gestalt* of their businesses." Robert Hayes and William Abernathy, in a recent Harvard Business Review article, "Managing Our Way to Economic Decline," provide clues to the reason why: "No longer does the typical career . . . provide future top executives with intimate hands-on knowledge of the company's technologies, customers, and suppliers. . . Since the mid-1950's there has been a rather substantial increase in the percentage of new company presidents whose primary interests and expertise lie in the financial and legal areas and not in production." And Hayes adds, "You don't have much of the spirit anymore of the top manager who simply looks at something and says, 'Damn it, this is a good product. Let's make it even though the payoff isn't apparent yet!'" Frederick Herzberg, another veteran observer of American management practice for more than forty years, declares simply; "Managers don't love the product. In fact, they are defensive about it."

Peters and Waterman, 36

*Gestalt- German word that's hard to translate. Approximately, it's the entirety of something, its wholeness, the whole being greater than the sum of its parts.

Supporting Detail _____

5. But, as is so often the case, the excellent companies seem to have found ways of coping with this problem. For one thing, they intentionally keep corporate staffs small. Then there aren't enough corporate staff around to generate too much confusion down the line. Emerson Schlumberger, and Dana, for example, are \$3 billion to \$6 billion top-performing corporations; yet each is run with fewer than 100 bodies in corporate headquarters. Ford, meanwhile, has seventeen layers of management, while Toyota (and the 800 million-member Roman Catholic Church) has five. As another coping device, the excellent companies focus on only a few key business values, and a few objectives. The focus on a few key values lets everyone know what's important, so there is simply less need for daily instructions (i.e., daily short-term memory overload). Rene McPherson, when he took over at Dana, dramatically threw out 22 1/2 inches of policy manuals and replaced them with a one-page statement of philosophy focusing on the "productive people." (His auditors were appalled. "That means there could be seventy-four different procedures in seventy-four different plants." McPherson replied, "Yes, and it means maybe you guys will finally have to earn your fees.")

Peters and Waterman, 65

Supporting Detail _____

Supporting Detail Explanation

4. Other observers have noted the same phenomenon. A Business Week writer, in a celebrated issue devoted to the subject of reindustrialization, put the case succinctly: most top management is "lacking a gut feeling for the gestalt* of their businesses." Robert Hayes and William Abernathy, in a recent Harvard Business Review article, "Managing Our Way to Economic Decline," provide clues to the reason why: "No longer does the typical career . . . provide future top executives with intimate hands-on knowledge of the company's technologies, customers, and suppliers. . . Since the mid-1950's there has been a rather substantial increase in the percentage of new company presidents whose primary interests and expertise lie in the financial and legal areas and not in production." And Hayes adds, "You don't have much of the spirit anymore of the top manager who simply looks at something and says, 'Damn it, this is a good product. Let's make it even though the payoff isn't apparent yet!'" Frederick Herzberg, another veteran observer of American management practice for more than forty years, declares simply; "Managers don't love the product. In fact, they are defensive about it."

Peters and Waterman, 36

*Gestalt- German word that's hard to translate. Approximately, it's the entirety of something, its wholeness, the whole being greater than the sum of its parts.

Supporting Detail Testimony

5. But, as is often the case, the excellent companies seem to have found ways of coping with this problem. For one thing, they intentionally keep corporate staffs small. Then there aren't enough corporate staff around to generate too much confusion down the line. Emerson Schlumberger, and Dana, for example, are \$3 billion to \$6 billion top-performing corporations; yet each is run with fewer than 100 bodies in corporate headquarters. Ford, meanwhile, has seventeen layers of management, while Toyota (and the 800 million-member Roman Catholic Church) has five. As another coping device, the excellent companies focus on only a few key business values, and a few objectives. The focus on a few key values lets everyone know what's important, so there is simply less need for daily instructions (i.e., daily short-term memory overload). Rene McPherson, when he took over at Dana, dramatically threw out 22 1/2 inches of policy manuals and replaced them with a one-page statement of philosophy focusing on the "productive people" (His auditors were appalled. "That means there could be seventy-four different procedures in seventy-four different plants." McPherson replied, "Yes, and it means maybe you guys will finally have to earn your fees.")

Peters and Waterman, 65

Supporting Detail Examples

6. Employment of over 1.6 million people in services to business in 1970 calls attention to how many small to medium-sized organizations are trade or professional associations, or agencies for various types of business advice. For example, in the field of advertising there were: the American Association of Advertising Agencies, the American Communications Association, the American Marketing Association, the Association of National Advertisers, the Advertising Research Foundation, the Association of Radio Engineers, the National Association of Broadcast Engineers and Technicians, the Radio Directors' Guild, the Radio Executives Club, the Radio Research Council and doubtless a half dozen more that might fit their services to the advertising category.

Cochran, 200

Supporting Detail _____

7. By now you should have made great progress in developing your ability to think and write effectively, especially in sizing up a situation, planning and organizing, and expressing yourself well enough to be understood. Being understood, however, is not sufficient in the total communication process, for to accomplish its purpose of getting action, a message must interest and persuade. Thinking creatively plays its role here by enabling the writer not only to generate new and original ideas, but also to use his imagination in looking ahead, in considering the other person's interests and point of view, in evaluating alternatives to choose the best one, in arriving at decisions, and in finding newer and better means of expression. The purposes of this chapter and the next one are to help you understand the nature of creative thinking and develop your ability to apply its principles to writing interestingly and persuasively.

Brown, 146

Supporting Detail _____

8. Lifetime employment means that a major firm of government bureau hires once a year, in the spring, when young people graduate from junior high, high school, and the university. A major firm which hires only "rookies" takes on a large inventory of new employees all at once, although it does not typically have work for all of them immediately. Promotions are entirely from within, and a person with one, five or twenty years at one company will not be hired or even considered by another company. Once hired, the new employee is retained until mandatory retirement at age fifty-five. An employee will not be terminated for anything less than a major criminal offense, and termination is a harsh punishment, since the one who has been fired has no hope of finding employment in a comparable firm and instead must turn either to a minor firm that pays comparatively low wages and offers little security, or else must return to his hometown.

Ouchi, 17

Supporting Detail _____

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Cochran, 200

Supporting Detail Listing

7. By now you should have made great progress in developing your ability to think and write effectively, especially in sizing up a situation, planning and organizing, and expressing yourself well enough to be understood. Being understood, however, is not sufficient in the total communication process, for to accomplish its purpose of getting action, a message must interest and persuade. Thinking creatively plays its role here by enabling the writer not only to generate new and original ideas, but also to use his imagination in looking ahead, in considering the other person's interests and point of view, in evaluating alternatives to choose the best one, in arriving at decisions, and in finding newer and better means of expression. The purposes of this chapter and the next one are to help you understand the nature of creative thinking and develop your ability to apply its principles to writing interestingly and persuasively.

Brown, 146

Supporting Detail Explain

8. Lifetime employment means that a major firm of government bureau hires once a year, in the spring, when young people graduate from junior high, high school, and the university. A major firm which hires only "rookies" takes on a large inventory of new employees all at once, although it does not typically have work for all of them immediately. Promotions are entirely from within, and a person with one, five or twenty years at one company will not be hired or even considered by another company. Once hired, the new employee is retained until mandatory retirement at age fifty-five. An employee will not be terminated for anything less than a major criminal offense, and termination is a harsh punishment, since the one who has been fired has no hope of finding employment in a comparable firm and instead must turn either to a minor firm that pays comparatively low wages and offers little security, or else must return to his hometown.

Ouchi, 17

Supporting Detail Definition

SECTION 3

Unity and Coherence

In determining Main Ideas and Supporting Details, it is important to remember that good paragraphs demonstrate both Unity and Coherence. These concepts will be discussed in more detail in the Module On Writing paragraphs, but they are also important to understand in improving reading comprehension.

"Unity" means that everything in the paragraph pertains to the Main Idea. There are no irrelevant sentences that do not support the Topic Sentence. The following paragraph has Unity except for one sentence. Read it and underline the sentence that does not belong.

Getting along with one's co-workers is an important factor in any job. For one thing, it makes the hours you spend more pleasant. No one wants to be working in a tense environment caused by personal animosities. Office pools with co-workers can be lots of fun. In addition, if you get along well with co-workers, they will support your efforts on the job. Finally, getting along well helps promote teamwork, which will enhance the effectiveness of everyone on the job.

The sentence about office pools clearly doesn't belong. While it may be connected with the idea of getting along with co-workers, and might be discussed in a subsequent paragraph, it does not explain or support the idea that getting along well is important.

Let's try one other. Again, underline the sentence that doesn't belong.

The different immigrant groups of the 19th century provided a variety of strengths. Italians were instrumental in the growth of the clothing industry. Eastern Europeans went heavily in to manufacturing. The Irish were drawn toward the cities and civic government. Even today, St. Patrick's Day is a big holiday in many cities. Scandinavians provided many farmers, while many Germans became skilled craftsmen.

The sentence about St. Patrick's Day does not elaborate on the Main Idea of the strengths immigrant groups brought, so it works against Unity and should be deleted.

The concept of "Coherence" means that the sentences in the paragraph stick together in a logical order. In the Paragraph Module, we discuss the importance of such things as Transitional Phrases, e.g. "however," "in addition," "finally," etc. in providing Coherence. For now, we'll concentrate on the notion of logical order. One of the paragraphs below has a logical order, and thus, Coherence, and the other doesn't. It shouldn't be too taxing to figure out which is which.

Changing a tire is not really a difficult task. First you have to find the jack and spare. Only before you do that, be sure to set the parking brake. Reading your owner's manual, which you've gotten from the glove compartment, jack up the car. You should have done this by putting the jack wherever the owner's manual told you to. Take off the lug nuts with the lug wrench your car should have. However, you'll probably have to take off the wheel cover first. Now take off the old wheel and put the new one on. Put on the lug nuts and tighten them well. Be sure to put the old tire where it's out of the way. Put the wheel cover back on and you're ready to go. Only you have to lower the car off the jack first.

Being a good high school teacher requires a number of important characteristics. Naturally, you need to know your subject well, or you'll have nothing to teach. Knowing the subject isn't enough by itself, however; you have to know and understand teenagers. This is probably even more important than subject knowledge, for they are a strange breed sometimes. Yet knowing the subject and teenagers, while essential, is not sufficient itself. Behind and beyond this is the most important quality of all, the one all good teachers have, and that is the motivation and desire to be a good teacher.

The first paragraph is almost comical in its lack of Coherence. Anyone unfamiliar with a car who tried to follow those directions would end up terribly frustrated, if not seriously injured.

The second paragraph discusses three characteristics of being a good high school teacher and puts them into a clear order of importance. You might not agree with this ranking, but there is no doubt as to what it is. (Research on teacher effectiveness supports it.)

In their attempts at Coherence, successful or not, these two paragraphs demonstrate two Principles of Paragraph Organization. The first tries for a sequence in Time. The second uses an Order of importance. These are two of a number of Principles listed on the following page.

COHERENCE

Principles of Paragraph Organization

Time (includes describing a process)

Space

Listing

Importance

Classification

Cause and Effect

Comparison and Contrast

Analogy

Let's look at some explanation and examples of these Principles. With the Principle of Time, an event or process is described in terms of what occurs first, second, third, and so on, in chronological order. An example of this is the following paragraph.

Trade associations go back at least to medieval guilds and master's associations, but they appeared in their modern form in both Europe and America with the rise of mechanized production transportation to larger markets. Everywhere cooperative organization was a normal response to harmful competition, and associations were formed to control prices and quota production, and associations were formed to control prices and quota production but nowhere else as successful as in Germany. Here the principal banks that took an active role in industrial finance and management led the way in bringing efficient competitors into cartels to control prices and an active role in industrial finance and management led the way in bringing efficient competitors into cartels to control prices and production. The German cartel movement started in the 1860's with price-fixing, but by the depression of the later 1870's, it was clear that, to be effective, the association must exercise some control over production and distribution. In the three decades after 1870, about 350 cartels were formed, of which some 250 were still operative in 1900. The dropouts represented not only companies made obsolete by changing types of production, but also a lively movement toward consolidation of cartel members into large unified companies.

Cochran, 74

When a paragraph is organized around the Principle of Space, something is being described in terms of the physical relationships of its components to each other. This is what is happening below.

The physical layout of the typical Japanese office supports this attitude towards performance evaluation. Consider the physical layout of the marketing division of one of the major Japanese automobile companies. The work space is one huge room with no internal walls or partitions of any sort. Row upon row of long tables fill the room with the staff for South America sales at one table, for European sales at another, and so forth. The section chief sits at the head of the room, much like a school teacher. Around each table the staff and their secretaries sit side by side, with telephones and order books piled in the center of each table. With a constant hubub of talk, both serious and playful, everyone notices just what each person is up to.

Ouchi, 26

The Principle of Listing, as the name implies, simply puts down a number of examples or illustrations in no particular order. This is what is happening in the next paragraph.

In the transition, the period after 1890 may be seen as a time of fruition of innovations that were made in preceding decades and only then began to have an effect. These include the electrical devices of telephone, light, and power machinery; the automobile and interurban highways; oil as a major source of energy; better alloys and specialized tools; an easier capital market helped by the huge reserves of insurance companies; a mature system of investment banking; trade, employer, and civic associations; chain stores and mail-order houses; more specialized wholesale and retail distributors; nationwide advertising by new devices; direct factory marketing of branded products to retailers; and increasing federal and state regulation of business practices.

Cochran, 114

We've looked at one example of the Principle of Importance. Here is another.

The packaging of your product is important for three reasons. First and most important, it must keep the product intact, undamaged and fresh. Almost as important, it must attract the buyer and entice him or her to buy it. Finally, it should be conveniently shaped for the consumer to carry and use.

Notice with this example, that while the first one went from least to most important, this reverses the order, going from most to least important. Each way is common; each can be effective depending on the number and type of reasons or examples.

The Principle of Classification is similar to that of Listing, but puts examples or illustrations into categories. This happens in the next paragraph in a discussion of business managers' underlying assumptions.

Douglas McGregor was for many years a very distinguished professor at the Alfred P Sloan School of Industrial Administration at the Massachusetts Institute of Technology (M.I.T). He argued that much that is important about a manager can be understood by knowing that manager's underlying assumptions about human nature. McGregor felt that these assumptions were primarily of two kinds, which he labelled "Theory X" and "Theory Y" assumptions. A Theory X manager assumes that people are fundamentally lazy, irresponsible, and need constantly to be watched. A Theory Y manager assumes that people are fundamentally hard-working, responsible, and need only to be supported and encouraged.

Ouchi, 69

When a paragraph is organized around the Principle of Cause and Effect, a sequence in Time is usually examined, but with a causal factor involved. That is, something happens because another thing has happened. This is the principle used in the next paragraph.

To be coherent, a message must be understood and must hang together. These are the two aspects of coherence-relatedness and clearness. Like unity, coherence applies to sentences, paragraphs, sections, and the whole message. The relationship of all the elements in a sentence must be immediately apparent, and ideas must be clearly stated. By interlinking sentences so that thought flows smoothly from one to the next, a paragraph is given coherence. By arranging sentences in a clear, logical order and by relating them through the use of pronouns, transitional words or phrases, repetition of words or ideas, and parallel structure, a paragraph is given further coherence.

Brown, 123

Pretty clever, huh? Illustrating a Principle of Organization for Coherence with a paragraph about unity and coherence may make you feel as if you're standing in a hall of mirrors. Don't get too bewildered; we'll move along now.

The Principle of Comparison and Contrast is a favorite one of scholars and academicians. If you go to college, you will surely have an essay exam sometime which asks you to Compare and Contrast. A point to remember is

that to Compare is to identify Similarities. To Contrast is to find Differences. We see both in the following paragraph.

This perspective is necessary in viewing the rise after 1890 of a few score of companies in each of the leading Western nations and Japan at strategic stages of manufacturing. In this field the United States played an ambiguous role. The big domestic market encouraged successful producers of goods to combine in order to achieve some internal economies and improve their marketing potential, a process which created a few of the world's largest manufacturing firms. Yet, on the whole, big business was less integrated than in either Germany or Japan, and in 1905 only about fifty American companies were larger on the average than those of similar rank in Britain. While most very large American and British companies specialized on one or two stages of the complicated processes of large-scale production and received banking, and finance under the same group of executives.

Cochran, 128

By definition, organizing around an Analogy is a type of Comparison. An Analogy is the identification of Similarities in two things that are otherwise dissimilar. An example is below.

In a sense a company's formal reporting relationships -- its system of who reports to whom -- are crutches to prop up the occasional lapses in information and in cooperativeness that befall humans. My ideal of a completely efficient and perfectly integrated organization is one that has no organizational chart, no divisions no visible structure at all. In a sense, a basketball team that plays well together fits this description, although on a small scale. The problem facing a basketball team is huge in its complexity, and the speed with which problems occur is great. Yet an effective team solves these problems with no formal reporting relationships and a minimum of specialization of positions and of tasks. Each person understands his task and its relationship to other tasks so well that the coordination is unspoken. In a less cooperative team, however, the players attempt to hog the ball, to take as many shots for themselves as possible, and in these attempts frequently move out of their defensive positions. The coach responds to this human frailty by asserting the hierarchical right to monitor each player closely, forcing them to stick to their job descriptions, to demur to authority, and to carry out bureaucratically prescribed plays and moves. Such a team can never perform with the same grace, the same satisfaction, nor the same productivity as can the one that operates as a clan.

Ouchi, 105

Class Activity

As an exercise in understanding these Principles, bring in a magazine aimed at a fairly well-educated and informed segment of the general public. Find one above the level of People but not quite at the level of Foreign Affairs. Time, Newsweek, The New Republic, National Review, U.S. News and World Report would all be fine. Read three or four articles and try to find examples of each type of paragraph. Because they are usually limited in terms of length, magazine writers try to write concise and well-organized paragraphs. They also know that their average reader understands such paragraphs better.

Compare what you find with the examples we've just looked at. You may find some that exhibit more than one of these Principles. You may even find some that don't seem to have a Principle of Organization. Don't be too surprised.

Now get together with two classmates and compare what you've found. Discuss which writers seem to use certain Principles more effectively. See if there are certain topics which lend themselves more to certain Principles.

From all the ones you've examined, choose three that seem to be particularly good examples of different principles. Type or write these up neatly, being sure to give the name of the article, magazine, and date of publication, and give these to the teacher. He or she can then have them duplicated and distributed, so that the class will have a number of examples of each of the Principles.

Having worked with these, you should be able to do Exercise 2 quite easily.

Exercise 2

Identify the Principle of Organization in each of the following paragraphs. The Principles are:

Time	Classification
Space	Cause and Effect
Listing	Comparison and Contrast
Importance	Analogy

1. Similarly, in an American automobile assembly plant, a major United States automaker will maintain several alternative sources of supply. Likewise, each of those hundreds of firms that supply the major automakers in the United States will attempt to sell their products to several buyers. Both suppliers and purchasers distrust one another and purposely do not depend on one supply source or one customer. In a Japanese auto plant, however, the relationship between the major auto firm and its satellite suppliers is one of total cooperation. so close is the working relationship that the supplier will deliver parts right to workstations on the assembly line. Furthermore, the supplier will gladly deliver only a small amount of the part, perhaps enough to last for only three hours of production. Thus an assembly plant does not have to maintain a large inventory of parts and saves valuable space.

Ouchi, 19

Principle _____

2. Four factors worked against the Henry Ford, solo-entrepreneur type of organization and toward the General Motors type. One of these was the increasing amount of capital needed to run a company. Banks were reluctant to lend large amounts of capital to an organization built around one man. While this alone wouldn't have stifled the ambition of a would-be Ford, the increased effectiveness of union organizers was an even greater obstacle. The company simply needed more resources to deal with workers' demands. At the same time, increasing intensity of competition caused even worse headaches. It was hard enough just to try to turn out the cars without having to keep track of the competition. However, the most significant factor working against the solo operator was the speed of technological development. He needed a complete R & D department, and increasingly, it determined what the company would do.

Principle _____

Exercise 2 - Teacher's Version

Identify the Principle of Organization in each of the following paragraphs. The Principles are:

Time	Classification
Space	Cause and Effect
Listing	Comparison and Contrast
Importance	Analogy

1. Similarly, in an American automobile assembly plant, a major United States automaker will maintain several alternative sources of supply. Likewise, each of those hundreds of firms that supply the major automakers in the United States will attempt to sell their products to several buyers. Both suppliers and purchasers distrust one another and purposely do not depend on one supply source or one customer. In a Japanese auto plant, however, the relationship between the major auto firm and its satellite suppliers is one of total cooperation. so close is the working relationship that the supplier will deliver parts right to workstations on the assembly line. Furthermore, the supplier will gladly deliver only a small amount of the part, perhaps enough to last for only three hours of production. Thus an assembly plant does not have to maintain a large inventory of parts and saves valuable space.

Ouchi, 19

Principle Comparison and Contrast

2. Four factors worked against the Henry Ford, solo-entrepreneur type of organization and toward the General Motors type. One of these was the increasing amount of capital needed to run a company. Banks were reluctant to lend large amounts of capital to an organization built around one man. While this alone wouldn't have stifled the ambition of a would-be Ford, the increased effectiveness of union organizers was an even greater obstacle. The company simply needed more resources to deal with workers' demands. At the same time, increasing intensity of competition caused even worse headaches. It was hard enough just to try to turn out the cars without having to keep track of the competition. However, the most significant factor working against the solo operator was the speed of technological development. He needed a complete R & D department, and increasingly, it determined what the company would do.

Principle Importance

3. It is difficult for the United States to know just what attitude to take toward Japan, the upstart from the East. Following World War II, we forgave her aggression, helped her rebuild and get back on her feet. Now we find ourselves in debt to her and losing markets to her. It's as if a Las Vegas headliner came upon a young performer whose career and life were in shambles. He might help the youngster get his life and act together, even find bookings. Now imagine how he'd feel to learn that this former nobody was now being booked at the club where he used to star. And now he would have to play the lounge.

Principle_____

4. The interests of the shareholders in the firm are legally represented in two main ways, by the board of directors and the general meeting. Now the directors of most Japanese companies come from the ranks of the employees, after having worked their way up through management over twenty or thirty years. Indeed, it would be more accurate to say that the majority of directors still are managers, because they still run departments or divisions of the company. There are three or four ranks of director. The lowest is that of the ordinary director (torishimariyaku), who is usually responsible for two or three departments or a small division. Above him are the senior managing directors (senmu torishimariyaku) and the vice presidents (fukushacho), in charge of larger units of the company, with the president (shacho) at the top. After their long years of service as employees, such directors are more likely to prefer the interests of the employees, with whom they have worked for decades, to the interests of the shareholders, especially the ever-changing, unknown, small share holders.

Clark, 100

Principle_____

3. It is difficult for the United States to know just what attitude to take toward Japan, the upstart from the East. Following World War II, we forgave her aggression, helped her rebuild and get back on her feet. Now we find ourselves in debt to her and losing markets to her. It's as if a Las Vegas headliner came upon a young performer whose career and life were in shambles. He might help the youngster get his life and act together, even find bookings. Now imagine how he'd feel to learn that this former nobody was now being booked at the club where he used to star. And now he would have to play the lounge.

Principle Listing - could be Important because of "above all".

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Clark, 100

Principle Importance

5. The garbistan is the central component of the widget. It revolves at high speed and so, must be protected against damage due to buffeting against the rest of the mechanism. This is done by the ring of frabijams which encircle the garbistan. This ring, then, is mounted in a collar of farsies. Around all of this goes the shell of high-impact plastic you see when you buy a widget in the store.

Principle _____

6. One basic cause of trouble is the contradiction that managerial employees, expected to cooperate with enthusiasm and efficiency for the welfare of the company, are in competition with each other for the more personally important goals of recognition and promotion. The larger the organization the more difficult recognition or visibility becomes, and, therefore, the more opportunistic the subordinate must be in order to secure it.

Cochran, 160

Principle _____

7. The countervailing advantages were mostly to be found in Japan's educated, disciplined and homogeneous population. There was a peasantry which not only fed the nation and provided, through its cottage industries, a great proportion of the first exports, but which was also patient and enduring enough to bear much of the fiscal burden until at last modern industries came into being. There was a commercial system which, though antiquated and much diminished from its former strength, still united the entire country and knew enough techniques of finance and distribution to be able to adapt to industry as it grew. There was a ruling elite with an appetite for new ideas and with the courage to risk putting them into practice. Above all, there was an awareness by men of all classes--and perhaps especially by those of no certain class, the interstitial half-samurai who provided so many of the entrepreneurs of the Meiji period--that change was essential and that, far from being harmful, change would bring opportunities for individuals and for the nation as a whole. But these advantages, now so obvious, took a long time to become apparent. In the first fifteen or twenty years of the Meiji period the growth of industry was slow.

Clark, 19

Principle _____

8. The high energy electrical impulse sets the wacket's free-flow magnets into a counterbalanced state. Once this happens, the positively charged aluminized particles stream through the flocculating gates. The gates break up their normally uniform alignment, so that as they then move past the levoratory window, they reflect light in that counter-clockwise moving aura that has proved so soothing to so many customers.

Principle _____

5. The garbistan is the central component of the widget. It revolves at high speed and so, must be protected against damage due to buffeting against the rest of the mechanism. This is done by the ring of frabijams which encircle the garbistan. This ring, then, is mounted in a collar of farsies. Around all of this goes the shell of high-impact plastic you see when you buy a widget in the store.

Principle Space

6. One basic cause of trouble is the contradiction that managerial employees, expected to cooperate with enthusiasm and efficiency for the welfare of the company, are in competition with each other for the more personally important goals of recognition and promotion. The larger the organization the more difficult recognition or visibility becomes, and, therefore, the more opportunistic the subordinate must be in order to secure it.
- Cochran, 160

Principle Cause and Effect

7. The countervailing advantages were mostly to be found in Japan's educated, disciplined and homogeneous population. There was a peasantry which not only fed the nation and provided, through its cottage industries, a great proportion of the first exports, but which was also patient and enduring enough to bear much of the fiscal burden until at last modern industries came into being. There was a commercial system which, though antiquated and much diminished from its former strength, still united the entire country and knew enough techniques of finance and distribution to be able to adapt to industry as it grew. There was a ruling elite with an appetite for new ideas and with the courage to risk putting them into practice. Above all, there was an awareness by men of all classes--and perhaps especially by those of no certain class, the interstitial half-samurai who provided so many of the entrepreneurs of the Meiji period--that change was essential and that, far from being harmful, change would bring opportunities for individuals and for the nation as a whole. But these advantages, now so obvious, took a long time to become apparent. In the first fifteen or twenty years of the Meiji period the growth of industry was slow.

Clark, 19

Principle Analogy

8. The high energy electrical impulse sets the wacket's free-flow magnets into a counterbalanced state. Once this happens, the positively charged aluminized particles stream through the flocculating gates. The gates break up their normally uniform alignment, so that as they then move past the levoratory window, they reflect light in that counter-clockwise moving aura that has proved so soothing to so many customers.

Principle Time

MODULE II

MECHANICS: GRAMMAR AND PUNCTUATION

At this point, it might not be clear what the difference is between the Supporting Details we looked at earlier and the Principles of Organization. Basically, Supporting Details are what the sentences supporting the Topic Sentence contain. The Principles of Organization refer to how these Sentences are arranged.

There is some dovetailing between these two concepts. For instance, Examples, Illustrations or Facts may be arranged in a List. They might also be put into an Order of Importance. Supporting Details that explain might be organized into Cause and Effect, or Comparison and Contrast.

This might be easier to understand through the use of an analogy. Comparing these concepts to a football team, the Supporting Details could be likened to the players' positions, e.g. tailback, guard, tackle, linebacker, etc. The Principles of Organization would be the formations in which the players line up, e.g. T, wishbone, power I, 4-3, etc.

Grasping these concepts is important not just for understanding a paragraph, but for understanding larger sections of writing as well. A section of a chapter, a chapter itself, and even a whole book might use the same kinds of Supporting Details and Principles of Organization as a paragraph does. For example, one section of a chapter might advance a Main Idea in a first paragraph. Each subsequent paragraph might then constitute a Supporting Detail. These might be organized. A book might propose a Main Idea in the first chapter, with each of the following chapters elaborating a Supporting Detail. The chapters might be arranged in Order of Importance.

Thus, understanding these two concepts will help your comprehension in anything you read. Should you be trying to take notes or outline what you read, knowing these two concepts will also help. We'll discuss this at greater length in the section on Outlining.

SECTION 4

Evaluating Fact and Opinion

We've already seen that one of the purposes of understanding how a paragraph is organized is so that you can evaluate what you read. The Good Reader is a Critical Reader, and part of being a Critical Reader is being able to differentiate between Fact and Opinion. This is a particularly important distinction in journalism. (One of the major newsweeklies used to advertise itself as "the one newsweekly that separates fact from opinion." It wasn't true then, nor is it now.) It is also important for anything you will read for your job or a college course.

People sometimes act as if Fact and Opinion are mutually exclusive, that something is one or the other, but not both. In fact, there are "Gray Areas," where something might be Fact or it might be Opinion, but you can't be sure.

For example, if I say, "World-Wide Widgets is one of the top three companies in sales," you would say that this is Fact. I might be incorrect, my figures might be wrong, but the statement is Factual. By "Factual," I mean that while we don't know for sure if it's right or wrong, it is being offered as Fact. It can be proven one way or another by one of the types of evidence we use to determine Factual Truth, that is, statistics. (Yes, you can lie with statistics; it's done all the time. Yet we still believe that if something is quantified and we see numbers, it must be true.)

On the other hand, if I say, "World-Wide Widgets is a great company to work for," you'd say that this is Opinion. That's how I might feel, but that doesn't mean that anyone else agrees with me. There's no way to prove it. Thus, this is a statement that is not subject to proof, so it is Opinion.

However, let's suppose I say, "World-Wide Widgets is one of the top companies in the country." You don't know, on the face of it, whether that's Fact or Opinion. This statement is in the Gray Area because you need more information to know if it's Fact or Opinion. Specifically, you need to know what is meant by the phrase, "one of the top companies."

If the phrase means, "one of the three largest selling companies," then it's Factual. If it means, "it has a good reputation among people I know," then it's Opinion.

The importance of identifying the concept of a Gray Area is that it will also help you to be a more critical reader. You will be able to spot statements that seem to be Factual, but need further definition, clarification, or limitation. You'll be able to ask the question whose answer will determine whether it's Factual or Opinion. And if it's Factual, you'll know what kind of evidence is needed to determine its validity.

Let's look at some statements and try to determine Fact or Opinion. If the statement falls in the Gray Area, try to figure out which word or phrase needs more clarification.

1. This new wacket is a lot more convenient to use.
2. Market studies show that customers find our new wacket more convenient to use.
3. Our new wacket is becoming one of the most popular we've ever made.

Statement 1 is clearly Opinion. Qualities such as convenience are subjective; they're matters of taste. What is convenient for me may not be convenient for you.

Statement 2 is Fact. Studies have been done surveying customer response and the results clearly indicate that customers find the wacket convenient. We would accept a survey such as this as proof of fact.

Statement 3 is in the Gray Area. It may be Fact and it may not. What needs to be clarified are the phrases, "is becoming" and "one of the most popular." If "is becoming" refers to greater increases in monthly sales than normal, then we're approaching Fact. If "one of the most popular" means one of the top five in sales, and the current sales figures are approaching that level, then we can say the statement is Fact.

However, if the statement is being made by a company executive who is basing it on a dozen or so favorable letters she's received from customers, we'd have to call it Opinion. We'd need harder evidence than that to call it Fact.

Let's try three more statements. If one is in the Gray Area, underline the words or phrases that needs clarification.

4. The union has made some proposals aimed at reducing the level of burn-out among assembly line workers.
5. A lot of assembly line workers complain of getting burned-out.
6. Working on an assembly line burns you out.

Statement 4 is Fact. We can determine if the union has actually made such proposals. Statement 5 is Gray Area. What needs to be defined is the phrase "a lot." How many is it? 10% 50%? Did someone hear two groups of

workers, a total of seven, complain of burn-out? Once we determine that, we're on the way to determining Fact or Opinion. If the statement was based on a survey and a significant percent, say 25%, complained of burn-out, we'd call it Fact. If it was based on a couple of overheard conversations, then we'd say it was Opinion.

You can see that the toughest kind of statement to analyze is the one that falls in the Gray Area. Look at the next three statements, all of which do. Underline the word or phrase(s) that need clarification, then write what the clarification should be.

7. The Triple P Company runs into problems whenever they have to process a payroll for a company of more than a thousand employees.

Clarification: _____

8. The Board of Directors feels that the CEO is doing a good job.

Clarification: _____

9. The nebishers on that machine are weak and break easily.

Clarification: _____

For Statement 7, you should want to know what "runs into problems" means. What kind of problems are they? Are they different in type from problems with smaller payrolls, or just in degree? You should also ask what "whenever" means. Does it mean "every time"? Or the majority of the time? Or one out of three times? Once these are defined, the statement becomes Factual and can be checked for validity.

In Statement 8, the key words needing definition are "feels," and, to a lesser extent, "good." How do we know the Board of Directors feels this? Is that an interpretation of some of their words of actions, or have they made a public statement to that fact? Have they said "good job," or is that an interpretation of summary of other remarks?

With Statement 9, the key word to define is not "weak," but "easily." If we can establish the "easily" business, then the weakness is a logical conclusion from that. So what does "easily" mean? How often do they break? Under what circumstances? What percentage of them have broken? If we know this and accept such figures as meaning, "breaks easily," then we can accept the statement as Fact.

If you understand the concepts of Fact, Opinion, and Gray Area up to this point, then try Exercise 3.

Exercise 3

Directions: Analyze each of the following statements. If the statement is Factual, write an F in the blank. If it is Opinion, write an O. If it is in the Gray Area, write GA and underline the words or phrases needing clarification or definition.

1. Balfe Securities is the fastest growing investment firm in the state. _____
2. Our union has led the fight to make the workplace safer. _____
3. Deane Rowden is truly a dedicated worker. _____
4. Simmons Technology developed the use of silicon as a lubricant in high speed widgets. _____
5. Sixty percent of our workers surveyed say that the frobisher element makes die casting the Wonder Widget an easier process. _____
6. The food in the company cafeteria stinks. _____
7. If the market stays this depressed, it will be necessary to lay off 4-5% of the work force. _____
8. The new chemical filtration process involves the use of highly volatile solvents. _____
9. We have found the Reeves PC to be the most efficient and economical for our company's purposes. _____
10. The cost of liability insurance on the plant has just gone out of sight. _____
11. Learning the Miles Procedure requires three days of intensive training. _____
12. The Winkelmann Sy-Kick Facilitator is better than the Swaggarty Karma Kollider. _____
13. Most of the workers feel the food in the company cafeteria is poorly prepared. _____
14. Management here doesn't give a damn about the workers. _____
15. The Japanese have studied American management techniques and have adopted many of them. _____
16. Our Marketing people say that dropping the price of the Wonder Widget by 5% could increase sales by up to 10%. _____

Exercise 3 - Teacher's Version

Directions: Analyze each of the following statements. If the statement is Factual, write an F in the blank. If it is Opinion, write an O. If it is in the Gray Area, write GA and underline the words or phrases needing clarification or definition.

1. Balfe Securities is the fastest growing investment firm in the state. F
2. Our union has led the fight to make the workplace safer. GA
3. Deane Rowden is truly a dedicated worker. O
4. Simmons Technology developed the use of silicon as a lubricant in high speed widgets. F or GA
5. Sixty percent of our workers surveyed say that the frobisher element makes die casting the Wonder Widget an easier process. F
6. The food in the company cafeteria stinks. O
7. If the market stays this depressed, it will be necessary to lay off 4-5% of the work force. O
8. The new chemical filtration process involves the use of highly volatile solvents. F
9. We have found the Reeves PC to be the most efficient and economical for our company's purposes. F or GA
10. The cost of liability insurance on the plant has just gone out of sight. GA
11. Learning the Miles Procedure requires three days of intensive training. GA
12. The Winkelmann Sy-Kick Facilitator is better than the Swaggarty Karma Kollider. O
13. Most of the workers feel the food in the company cafeteria is poorly prepared. F or GA
14. Management here doesn't give a damn about the workers. O
15. The Japanese have studied American management techniques and have adopted many of them. F
16. Our Marketing people say that dropping the price of the Wonder Widget by 5% could increase sales by up to 10%. F

17. Availability of raw materials will be a problem by the year 2000.

18. The Mathes Positive Affect Generator has a better reliability record than the Roberts Spiritual Leveler. _____
19. Distributing the Wonder Widget through Sears will hopefully improve its sales by 6-7%. _____
20. To be certified for that type of data programming, you need formal training in statistics. _____

17. Availability of raw materials will be a problem by the year 2000.
 O
18. The Mathes Positive Affect Generator has a better reliability record than the Roberts Spiritual Leveler. F
19. Distributing the Wonder Widget through Sears will hopefully improve its sales by 6-7%. GA
20. To be certified for that type of data programming, you need formal training in statistics. F

Comments_

- #4 - You might quibble over "developed" and call this GA.
- #6 - Your students may swear that this is cold, hard fact, but the quality of food is always Opinion.
- #7, 17 - Statements that predict the future are always Opinion, even if every indication points that way.
- #9 - This really depends on who is speaking and the evidence he or she is using.
- #16 - While this involves prediction, the statement refers to what Marketing has said, and this can be verified.
- #19 - The "hopefully" takes this out of the area of Opinion. Presumably, someone has expressed this hope, and if they have, the expression is a fact. But we don't know who or how the hope has been expressed.

As you discuss Exercise 3, you may realize that even in the area of Fact, there are shades of gray. What, after all, constitutes acceptable proof? This can vary from person to person. What you're grappling with are the questions, "What is really true?" and "How do we know it to be true?" These form the ancient branches of philosophy, ontology and epistemology, respectively, and humankind has been trying to figure them out for thousands of years. Given that, we're probably not going to make much headway with them in this Curriculum.

The important points to remember are that much in life falls in the Gray Area, and that we need to use our critical faculties diligently to sort these things out. This is especially true when we read, since the printed word often carries much clout.

Class Activity

In the previous section on Principles of Organization, you brought in a magazine so that you could analyze an article from it. Now choose another article from that magazine, or perhaps one you're more interested in, such as one aimed at a hobby or recreational pastime of yours. Read it and analyze the types of statements used, underlining ones of Fact, circling ones of Opinion, and leaving Gray Area statements untouched.

Again get in trios to discuss your article and analyses. Determine how statements of Fact could be verified. Identify why statements of Opinion are not subject to any sort of proof. Finally, identify the words or phrases in Gray Area statements that need clarification.

You and your teacher can determine how long this discussion should go on. Allow long enough to get into some of the knottier questions of truth

and proof. It can be a lot of fun to wrangle with these, but more important, it sharpens your critical faculties.

SECTION 5

Inference

In the previous section, you were evaluating Fact and Opinion, in part, by trying to interpret what was meant by certain words and phrases. This process is called "Inference" and it is an important part of effective reading. When you Infer, you interpret, deduce or figure out all that the writer is trying to say. Most statements, including this one, have different levels of meaning, depending on your point of view. What do I mean by "most," for instance? What are "different levels of meaning"? What you interpret them to mean are the Inferences you draw from the statement.

People sometimes confuse "Infer" with "Imply," and that's understandable. Both have to do with the less-than-obvious meanings in statements. However, to Imply is what the statement maker does; to Infer is what the statement receiver does.

For example, if I greet you, saying, "Nice day, isn't it?" and you reply in a testy voice, "So who wants to know?", you may be Implying that you're having a lousy day, that you don't like me, or that you want to be left alone. I might Infer these same things, or that you're just a rotten old grouch whom I should avoid like the plague.

Making accurate Inferences is part of effective reading. Ineffective readers often make inaccurate Inferences, which not only deprives them of understanding important Details, but may confuse or conflict with their comprehension of more clearly stated Main Ideas.

Let's look at a paragraph from one of the business texts we've been using, and see what we can and cannot Infer from it.

We all think we're tops. We're exuberantly, wildly irrational about ourselves. And that has sweeping implications for organizing. Yet most organizations, we find, take a negative view of their people. They verbally berate participants for poor performance. (Most actually talk tougher than they act, but the tough talk nonetheless intimidates people.) They call for risk taking but punish even tiny failures. They want innovation but kill the spirit of the champion. With their rationalist hats on, they design systems that seem calculated to tear down their workers' self-image. They might not mean to be doing that, but they are.

Peters and Waterman, 57

Before getting to Inferences, let's summarize the Main Idea. Peters and Waterman are saying that most organizations view their workers negatively, and that this is shown in a number of ways. Now to Inferences.

Can we Infer that Peters and Waterman are critical of the organizations they've studied? Yes, clearly they have a critical tone throughout.

Can we Infer that they feel organizations are not aware of what they do to their workers? Yes, that is Implied by the last sentence.

Can we Infer that they feel these organizations are hypocritical? Perhaps. They do say that organizations say one thing and do another. Is this hypocrisy? Hypocrisy involves some conscious awareness of one's own falseness. If you're really selfish, but truly believe that you're generous, and say so, you're just wrong, not hypocritical.

With this paragraph, it's not clear how much P&W think organizations are aware of the gap between their words and actions. We'll have to give this one a "definite maybe."

Let's look at another passage.

We've mentioned that many of our excellent companies are obsessed by service. At least as many act the same way over quality and reliability. A superb example is Caterpillar Tractor. Caterpillar offers customers forty-eight-hour guaranteed parts delivery service anywhere in the world; if it can't fulfill that promise, the customer gets the part free. That's how sure Cat is, in the first place, that its machines work. Once again, we are looking at a degree of overachievement that in narrow economic terms would be viewed as a mild form of lunacy; lunacy, that is, until you look at Caterpillar's financial results.

Peters and Waterman, 171

The Main Idea here is giving an example of an excellent company's "obsession to quality and reliability."

Can we Infer the P & W think highly of Caterpillar Tractor? Yes, they identify it as an excellent company.

Can we Infer that P & W think Caterpillar is crazy? No. They describe the forty-eight-hour guarantee as "lunacy," but say that it's a mild form of it, and that it pays off.

Let's look at one more.

During the early twentieth century cost accounting, applied first to the field of factory operation, took on its modern form. Traditional practice had been merely to spread variable costs over the items produced in a plant and thereby get a rough basis for pricing. In 1906, John Whitmore, an American, applied the idea of proper or standard costs based on calculations made in advance. This marked the beginning of a shift from cost accounting being a record of past experience to its becoming a tool for managerial planning and testing. By 1920 the new conception of standard costs was being used in manufacturing but had made little impression on the main body of business operations. Large hotels, wholesalers, department stores, and even railroads made little effort to standardize and check the validity of their costing.

Cochan, 136

The Main Idea here is that the use of cost accounting for managerial planning and testing started slowly and was not very widespread by the 1920's.

Now, can we Infer that most businesses were antagonistic to cost accounting? No, Cochran says only that they didn't make use of it. There's no indication of antagonism or overt resistance. We only know that they didn't use it. Perhaps they were unaware of it.

Can we Infer that Cochran sees cost accounting as positive? Yes, probably. While his tone seems neutral and objective, we would assume that "managerial planning and testing" is probably a good thing, so anything that assists it must also be good.

As you can see, there are Gray Areas in Inferring, just as in evaluating Fact and Opinion. Often the process of Inferring means raising questions for investigation. This is all to the good. If you raise the question, "Is the author saying . . .?", that gives direction and focus to your reading. With the previous passage, if we wonder how positively Cochran views the development of cost accounting, we can read on with that in mind and look for further statements about its desirability.

Now you might wonder whether you can Infer from my remarks that it's a good idea when you're reading important material to stop periodically to assess just what the author is saying, or appears to be saying. Yes, I am implying that. Especially with material that is new to you, it's good to stop frequently, abstract Main Ideas, and identify questions that need to be answered. As we'll soon discuss, Underlining or Outlining will help.

I am also suggesting that if what you're reading is a course text and it has discussion questions at the end of each chapter, it's a good idea to look at these before you start to read. Having questions in mind always

helps you to concentrate and focus on what is essential to comprehend.

Before going any further, it will be helpful to look at two types of word meanings. When we Infer, we often ask what a writer means by such-and-such a word. To answer this, we need to know that many words have two types of meanings, their Denotations and their Connotations.

Denotations are the actual, literal meanings, the "dictionary definitions" of the word.

Connotations are the associated or related meanings, ones we connect to the Denotations, ones that "come to mind" when we hear the word. Often these are just of a negative or positive feeling.

For instance, in describing a woman who weighs less than normal for her height, we could describe her as "thin," "slender," or "skinny." All have about the same Denotation, but their Connotations are different. If we think of her as attractive, or want to convey that impression, we would call her "slender." If we found her unattractive, we would say she's "skinny." "Thin" would be fairly neutral.

For another example, suppose you and I are arguing about something and I simply refuse to change my opinion by even a hair. In your frustration, you might call me "stubborn" or "obstinate." These certainly have negative Connotations. I, on the other hand, prefer to think of myself as "determined," "having the courage of my convictions" or "knowing my own mind." These sound positive.

Class Activity

As an exercise in understanding Connotations, as a class, brainstorm a list of positive and negative Connotation synonyms for the following words.

<u>Word or Phrase</u>	<u>Positive</u>	<u>Negative</u>
1. careful with money		
2. overweight		
3. conservative		
4. relaxed		
5. outgoing		
6. curious		
7. talking a lot		
8. temperature below normal		
9. appealing to emotion		
10. having less intelligence		

Most good writers are very much aware of Connotations and of using words that have just the right ones. To see how important they can be, read the next paragraph and decide what you feel the author's "Tone" is. (Just as in speaking, Tone conveys attitude. When your mother said, "Don't talk to me in that tone of voice," what she was really saying was, "I don't like your attitude.")

Looking at the performance of Wolfgang Widgets in previous years, it is difficult to understand how they were able to turn it around and do so well last year. They were solidly in the black, with sales figures staying high throughout the year. Of course, there was one big factor in their success, the new tariff on foreign-made widgets. They were fortunate that it came along, for it drove the price of Japanese widgets far above domestic ones. All in all, 1987 must be looked at as quite a surprise for Wolfgang.

The author's tone here is neutral. He expresses surprise, but not in an especially positive or negative way.

Now we'll make some changes in the underlined words and phrase, and see what happens with the tone. For "difficult" we'll substitute "a struggle." We'll use "well" in place of "solidly." In place of "one,"

we'll put "a single." For "fortunate" we'll substitute "lucky" and for "quite a surprise," we'll say "a fluke." The paragraph now looks like this:

Looking at the performance of Wolfgang Widgets in previous years, it is a struggle to understand how they were able to turn it around and do so well last year. They were well in the black, with sales figures staying high throughout the year. Of course, there was a single big factor in their success, the new tariff on foreign-made widgets. They were lucky that it came along, for it drove the price of Japanese widgets far above domestic ones. All in all, 1987 must be looked at as a fluke for Wolfgang.

The tone is now much more negative. Words like "lucky" and "fluke" have decidedly negative Connotations. Wolfgang seems less admirable, and we would be within reason to Infer that the author doesn't expect their success to continue.

Class Activity

Because of the subtlety with which Connotations work, writers are often very careful in using them when they are trying to persuade the reader of something. From the magazine with which you've been working, choose an article or editorial that seeks to persuade the reader of something. Analyze it for Connotations and Implications by doing the following:

1. Underline all words that have strong Connotations, and jot down what these are in the margin.
2. On a separate piece of paper, write the Main Idea of each paragraph.
3. On the paper, also write any other ideas, senses or feelings you get from the article. Use short phrases, write quickly, and put down anything that comes to mind.
4. Now write down any of the words you've underlined next to any of your feelings from #3 that they seem connected with.

Now join two classmates and discuss your analysis. Describe for each other what the article is about. Discuss its obvious meaning, and anything the author seems to be implying through the connotation of his or her words.

You may become aware of some implied meanings which you feel are unjust because they have an unfair bias. It is with such techniques that writers can "slant" their reporting. Awareness of the existence of these techniques and what they are will not only help draw all the meaning you can from your reading, but it will help make you less susceptible to the influence of slanted writing.

Now let's try Exercise 4.

Exercise 4

Directions-

Read each of the paragraphs below. Then read the statements following them. Circle YES if the statement can be Inferred from the paragraph, and NO if it can't. Then write a sentence why it can or cannot be Inferred.

1

Recently, TI conducted a fascinating survey, reviewing its last fifty or so successful and unsuccessful new-product introductions, and found that one factor marked every failure: "Without exception, we found we hadn't had a volunteer champion. 2 There was someone we had cajoled into taking on the task." The executive who told us this added: "When we take a look at a product and decide whether to push it or not these days, we've got a new set of criteria. Number one is the presence of a zealous, volunteer champion. After that comes market potential and project economics in a distant second and third.

Peters and Waterman, 203

1

Texas Instruments, Inc.

2By "Champion," Peters and Waterman mean one individual who takes the initiative and responsibility for seeing a new product through from conception to marketing.

1. At TI, a champion is necessary if a new product is going to be successful. YES NO _____

2. The authors consider the results of TI's survey to be significant. YES NO _____

3. Market potential and project economics don't matter. YES NO _____

Exercise 4 Teacher's Version

Directions-

Read each of the paragraphs below. Then read the statements following them. Circle YES if the statement can be Inferred from the paragraph, and NO if it can't. Then write a sentence why it can or cannot be Inferred.

1

Recently, TI conducted a fascinating survey, reviewing its last fifty or so successful and unsuccessful new-product introductions, and found that one factor marked every failure: "Without exception, we found we hadn't had a volunteer champion. 2 There was someone we had cajoled into taking on the task." The executive who told us this added: "When we take a look at a product and decide whether to push it or not these days, we've got a new set of criteria. Number one is the presence of a zealous, volunteer champion. After that comes market potential and project economics in a distant second and third.

Peters and Waterman, 203

1

Texas Instruments, Inc.

2By "Champion," Peters and Waterman mean one individual who takes the initiative and responsibility for seeing a new product through from conception to marketing.

1. At TI, a champion is necessary if a new product is going to be successful. YES NO More specifically, a "volunteer" champion is necessary. The italics for "volunteer" make it important.
2. The authors consider the results of TI's survey to be significant. YES NO They call it "fascinating" and give specific results.
3. Market potential and project economics don't matter. YES NO They do matter. They may be well behind the importance of the volunteer champion, but they still count.

This military-business relationship led to the creation of company departments staffed with some of the ablest executives solely for the purpose of government contracting. In a typical peacetime deal the military would tell what they wanted and the businessmen, after study, would outline either what the Pentagon could then expect, or what amount of research might be necessary to achieve the desired model. While by 1970 the government was advancing about \$15 billion a year for military research, much of the remaining half of total national research expenditure was for work connected with government contracts. The total represented a new dimension in the business activity of defense-related firms, and their successes stimulated more research in other fields, but not always enough to keep ahead of foreign advances in the production of nonmilitary goods.

Cochran, 187

4. Government defense contracts were a significant source of income for many companies. YES NO _____

5. Even non-defense oriented businesses benefited from the defense work. YES NO _____

6. Businessmen, more than the Pentagon, determined what weapons would be built. YES NO _____

These objectives are brought to life primarily through the consistent behavior of managers and of employees. When the company opens a new plant, it transfers to that plant not only experienced managers, but also experienced employees at all levels. This policy provides role models of employees who live the company's philosophy, so that new employees can learn by their example. Anyone who seriously violates the philosophy is likely to be chastised in a serious manner. A manager who takes advantage of a small supplier to the company, for example, will be sternly reprimanded by those at the very top of the company. In addition to this learning by example, the company takes a number of opportunities to have senior managers speak to new employees and at meetings to stimulate discussion and understanding of the philosophy.

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Cochran, 187

4. Government defense contracts were a significant source of income for many companies. YES NO "Much of" half of total national research came from government contracts.
5. Even non-defense oriented businesses benefited from the defense work. YES NO "Government contracts stimulated research in other fields."
6. Businessmen, more than the Pentagon, determined what weapons would be built. YES NO The military still said what they wanted. Business just said what they could do.

These objectives are brought to life primarily through the consistent behavior of managers and of employees. When the company opens a new plant, it transfers to that plant not only experienced managers, but also experienced employees at all levels. This policy provides role models of employees who live the company's philosophy, so that new employees can learn by their example. Anyone who seriously violates the philosophy is likely to be chastised in a serious manner. A manager who takes advantage of a small supplier to the company, for example, will be sternly reprimanded by those at the very top of the company. In addition to this learning by example, the company takes a number of opportunities to have senior managers speak to new employees and at meetings to stimulate discussion and understanding of the philosophy.

7. The author feels positively about the firm that runs such plants. YES NO _____

8. Discussing the company philosophy is not as important as modeling it by example. YES NO _____

9. Those who can't go along with the company philosophy should get out of it. YES NO _____

10. The company has thought about the philosophy and its implementation a great deal. YES NO _____

7. The author feels positively about the firm that runs such plants. YES NO The tone throughout is positive, particularly at the end.
8. Discussing the company philosophy is not as important as modeling it by example. YES NO Discussion of philosophy is "in addition" to the modeling.
9. Those who can't go along with the company philosophy should get out of it. YES NO The company takes time to talk to employees who haven't yet grasped the philosophy.
10. The company has thought about the philosophy and its implementation a great deal. YES NO The degree of care involved in the procedures outlined indicate a lot of planning.

SECTION 6

Paraphrasing and Summarizing

Paraphrasing and Summarizing are skills that are often discussed in terms of doing research, and we will look at them again in that context. However, they are also reading skills, and being able to do each of them effectively will make you a better reader.

We have actually been doing each in some of the earlier work in this Module. When you read a paragraph and put its ideas "into your own words", you were Paraphrasing. When you abstracted the Main Idea from a paragraph, you were Summarizing.

The reason I have identified these as reading skills is that each involves your comprehension of what you've read. You must understand all of what's been written if you can translate it into terms that are more familiar to you. And you must understand the Main Idea to state it in a concise manner.

The reason these skills are important is that doing them forces you to concentrate on your reading and focus on what is essential. The next time you have to read something that is somewhat difficult, stop at the end of a paragraph or section, and instead of asking yourself if you understood it, say to yourself, "Let me see if I understand what she's saying. She seems to say. . ." (Better do this silently if others are around.) You'll probably find yourself going back over the passage to pick up points that weren't clear the first time through. Yes, you might have done this also if you just asked yourself if you understood. However, by trying to Paraphrase, you've identified the spots that were harder to understand and can focus on those.

Similarly, when you reach the end of a section, try to Summarize what was important. In this way you will glean the essentials and reinforce what the author is trying to get across. If you're not sure whether you've got everything, go back over it. Knowing the concept of Main Ideas and where they are likely to be found, you'll concentrate on Topic Sentences, and your review will not have to be very long.

The key to both of these skills is the putting "into your own words" in order to understand. You've undoubtedly done this many times before. Everyone has had the experience of receiving a difficult set of directions, thinking about them, then saying, "Let me see if I've got this straight. First, I. . . ." Not only does this allow the direction-giver to check out your comprehension, but somehow, having to put the directions "into your own words" makes them clearer.

Read the paragraph below, and then, without looking at my Paraphrase, write one of your own.

Communication methods involving person-to-person, verbal communication, participated in by all levels of management, generate interest, acceptance, and influence. The man-to-man, personal approach offers a real opportunity for two-way discussion. It also has the advantage of being rapid, and it can instantly be changed to meet the listener's mood and understanding. In addition, personal contact is a convincing guarantee of the sincerity and honesty of the company and results in employee support and endorsement. Naturally the chief executive cannot continually engage in oral communication with rank-and-file workers. Department heads and foremen, however, are key communicators.

Brown, 19

Now see if what you've written is something like the Paraphrase below.

One-to-one verbal communication is important. Department heads and foremen need to talk personally with workers because this type of communication is false and promotes exchange, management sincerity and employee support.

Your wording might be different, but there should be fairly close agreement between your version and mine on the central points.

Class Activity

Write a Paraphrase of the following paragraph. When you're done, compare yours with those of two classmates. See if you have agreed on the important points. If you haven't, try to reach a consensus on what does and does not need to be in the Paraphrase.

A short historical background is necessary to understand the timing of the Business Revolution in the United States. Prior to national independence, the imperial yoke rested rather lightly on the colonies, yet the fact that they were largely dependent on England for both commercial capital and approval of mercantile practices discouraged American innovation. Trade regulations were designed to keep the colonies as producers of raw material, which they would chiefly have been in any case, and while some types of manufacturing for export (such as finished iron products) were prohibited, it is doubtful if output could have expanded much in the face of the high cost of inland transportation and British competition. Continuous wars at sea in which the colonists were necessarily belligerents may also have been a retarding factor. The chief restraints on Colonial American progress, however, seemed to have involved a lack of capital not tied to Britain, which prevented provincially financed improvements in transportation, and the inadequacy of inland transportation, which fostered the development of isolated urban business communities around the seaports and self-sufficient farms, with small purchasing power, in the hinterland.

Cochran, 14

Once you have reached consensus on what belongs, take one of your group's Paraphrases and make whatever changes in the wording are necessary to include what you want and make it clear. Then, depending on how much time you have, either read your group's Paraphrase to the class, or your teacher can have it duplicated or put on an overhead.

The objective is to have the class discuss what makes a good Paraphrase. Presumably, what you will discover is that a good Paraphrase is characterized by clarity, brevity, and completeness, but you need to discuss what are the best ways to achieve these qualities.

As you've no doubt already observed, Summarizing is very similar to Paraphrasing. The differences are that it focuses on the Main Idea and doesn't try to include all the other relevant information. A Summary, therefore, is shorter than a Paraphrase.

Without looking at my Summary below, read the following paragraph and write a one-sentence Summary. Then see how we compare.

Heinz's highly successful frozen foods subsidiary, Ore-Ida, is trying an intriguing variation on this theme in order to encourage more learning and risk taking in its research activities. It has carefully defined what it calls the "perfect failure," and has arranged to shoot off a cannon in celebration every time one occurs. The perfect failure concept arises from simple recognition that all research and development is inherently risky, that the only way to succeed at all is through lots of tries, that management's primary objective should be to induce lots of tries, and that a good try that results in some learning is to be celebrated even when it fails. As a by-product, they legitimate and even create positive feelings around calling a quick halt to an obviously failing proposition, rather than letting it drag on with resulting higher cost in funds and eventual demoralization.

Peters and Waterman, 69

Summary

Ore-Ida recognizes that to be successful, you have to take risks and have failures. Yet they know that you learn from failures, so they celebrate the "perfect failure" that was a good try and from which they can learn.

As you compare, don't assume that just because my Summary is printed here, that makes it the "Correct" one. Yours might be better. Remember, not everything you read is true and worthwhile, but most of what you read here is. (Earlier I said that all of it is. At which time was I right? Can you support your stand?)

Class Activity 1

Read the following paragraph and write a one sentence Summary. As you did with the Paraphrase, compare yours with two classmates, first in a small group, then with the rest of the class.

This plant was one of the worst in the company, plagued with a history of labor conflict, chronically high absenteeism and turnover, and poor quality and productivity. A new plant manager had arrived, a person who had been deeply involved in the Theory Z development of the larger corporation. His explicit purpose at the plant was implementing Theory Z in hopes of improving conditions. Before his arrival, the outgoing manager had announced a change from a one-shift to a two-shift operation, so that some of the present employees, along with new hires, would soon have to report for work for a night shift. This announcement produced an outcry among the employees and threats of a strike.

Ouchi, 173

Were you all able to agree on an effective Summary? If you were, you've learned something. If you weren't, you've learned something also. Remember, we can learn from "perfect failures". We also learn a lot from disagreements. Sharpens the old critical faculties, you know.

Class Activity 2

Now then, if that trusty magazine you've been working with is still intact, choose an article that's different from any you've worked with so far. If you've taken all the meat out of the magazine and there's nothing

left but a shell, find a different magazine. Perhaps you've been intrigued by one of you classmates' magazines and would want to use something from it. It might be interesting to work with an article that's in an area you're unfamiliar with.

In any case, take an article that's about 500 words and read it carefully. For each short paragraph (50 words or less), write a one-sentence Summary. For each longer paragraph (more than 50 words) write a Paraphrase. Finally, write a two-sentence Summary of the entire Article.

When you've done that, find a classmate you haven't worked with before and pair up. Exchange articles, Paraphrases and Summaries, and critique each other's work. Look in particular for anything essential that's been left out, and anything that's non-essential that's been included. Recognize that there are no absolute rights and wrings with this; what is essential to one may not be essential to another.

As an option, two or three of you who have found articles you think are especially challenging, or of general interest to your class, can give these to your teacher. He or she can read them, choose one, and have it duplicated for everyone in the class. Then, as a homework assignment, everyone can Paraphrase and Summarize the article, comparing results the next day.

As a final option, do this with a piece of literature produced by your company. Use some discretion, but don't be shy. One of my students "{red-penciled" some grammatical mistakes in a notice from the head of Employee Training and the union rep for that, then gave it to them. A scholarship

has been established in his memory. Seriously, folks, nothing happened to him.

SECTION 7

Underlining and Outlining

Underlining

Underlining (or "highlighting" with a felt tip marker that lets the letters remain visible) is a nearly universal practice among students. It is nothing more than physically doing what we have been doing mentally prior to now, noting Main Ideas and significant Supporting Details.

There are two keys to doing this successfully, identifying the Main Ideas and determining which Supporting Details are significant. There is no magic formula for learning these keys; they will depend on what you're reading and for whom you are reading it.

One technique that many students use is to read a passage without doing any underlining, then going back and underlining what's necessary. This takes more time, but it's a good practice for two reasons. For one, going over the material for a second time will improve your comprehension. Second, you'll be better able to determine what is significant if you've read the whole passage first.

Try this technique with the passage below. Read it through; then go back and underline it.

On the other hand, we find among the excellent companies a few common attributes that unify them despite their very different values. First, as our original survey intimated, these values are almost always stated in qualitative, rather than quantitative, terms. When financial objectives are mentioned, they are almost always ambitious but never precise. Furthermore, financial and strategic objectives are never stated alone. They are always discussed in the context of the other things the company expect to do so well. The idea that profit is a natural by-product of doing something well, not an end in itself, is also almost universal.

A second attribute of effective value systems is the effort to inspire the people at the very bottom of the organization. Suppose that financial objectives were meaningful to 1,000 people, or five times that many. Even that impact doesn't go far in today's large enterprise. IBM has more than 340,000 people and Digital more than 60,000. The target of a business philosophy is best aimed, in Kyoto Ceramic chairman Kazuo Inamori's words, at "getting the best from the man with fifty percent ability."

Peters and Waterman, 284

Now compare what you have with two classmates. Discuss any differences and try to reach agreement.

Outlining

Underlining is a pretty simple task, especially compared with Outlining. Outlining is quite time-consuming and not always necessary. However, you may want to Outline material that is quite complicated and difficult to understand. Material that gives a long series of directions or explains a complex process is often easier to grasp if you outline it.

The basic form of an Outline is probably familiar to you. It looks like the following.

I. First Main Idea

A. Supporting Idea

1. Detail
2. Detail
3. Detail
 - a. Minor detail
 - b. Minor detail

B. Supporting Idea

1. Detail
2. Detail

C. Supporting Idea

II. Second Main Idea

etc.

A clear and thorough outline takes a lot of work, but it is an unmatched way to make difficult material clear and comprehensible. If you have first Underlined the material effectively, it will not be as difficult.

There are a number of key points to successful Outlining. These are:

- * Use short phrases, not complete sentences. (saves time)
- * Indent and space between lines consistently.
- * Make the levels of Headings and Sub-headings consistent. That is, only Main Ideas with Roman numerals, Supporting Ideas with capital letters, Details with Arabic numerals, etc.
- * If you subdivide a Heading, you must have at least two Sub-headings. (You can't divide one thing into one sub-thing.)

Try Outlining the following passage, then compare yours with mine, which your teacher can duplicate and distribute.

BUSINESS ADJUSTS TO DEPRESSION

"The danger in our situation," warned Dean Wallace R. Donham of Harvard Business School, "lies not in radical propaganda, but in lack of effective business leadership." Failing to subscribe to the new theories of John Maynard Keynes and a few American economists to the effect that potential demand rather than saving was the stimulant for capital investment, businessmen had little positive advice to offer. Both in their own operations and in their pressures on government they preached economy and deflation. The same attitude was generally true of business thinking in France. In Britain, Keynesian ideas were securing recognition, and moderate government spending policies for public works and housing helped to create tolerable good times from 1933 on. The German and Japanese situations are not comparable because in both nations militarists overcame business objections to increasingly large-scale armament programs.

The impact of depression from 1930 to 1933 varied greatly between types of business. Seen in relation to numbers of enterprises, manufacturing, construction, and finance declined by a third or more while trade and service remained nearly at the same level. This did not mean that the latter firms were profitable, but rather that people could not do without food, drugs, doctors, or hospitals but could postpone new purchases of durable goods. Many retailers made no money but managed to feed and house their family that lived and worked in the store.

Within the larger American companies orders were given to curtail all unnecessary expense, which in general meant staff work such as personnel, advertising, public relations, and outside consultants on marketing or engineering. With an eye to the future, companies dropped lower-level employees more quickly than those on an upward course in the management hierarchy. Even in companies where production fell 60 percent or more, valuable skilled employees were retained by spreading work to a three-day a week basis and reducing pay accordingly. Building construction and heavy producers goods were hit so hard that even skeleton staffs could not be retained. In 1932, for example, the famous Baldwin works at Philadelphia turned out only four locomotives.

The sharp increase in demand from mid-1935 to mid-1937, which brought the volume of goods produced up to that of 1929, had only a moderate effect on unemployment. Several factors worked against re-hiring. The increased demand was largely for consumer goods, including durables, assembled by the big companies that had plenty of excess capacity. As a result, the

construction, producers goods, financial, and real estate sectors of business were scarcely stimulated. A thousand large companies made profits, while the remaining corporations continued to average losses. Business leaders correctly diagnosed that the upswing was based on government spending. Since they regarded this as wrong and dangerous in principle they thought the prosperity would not last. When, to win some conservative political support, Roosevelt suddenly balanced the budget for 1937-38, with disastrous consequences, the executives' fears proved justified.

From the standpoint of long-run effects on business structure and operation, the effects of the depression period are mixed. In order to employ unused resources and secure a broader base for income, big companies diversified their operations, often acquiring smaller companies that needed help. By 1940 the diversified activity pattern which has characterized big companies since that time had become the rule. During the depression some simplifications were made in the structure of management, but in the long run more elaborate structures returned. The economies during the depression were usually achieved by curtailing activities not absolutely essential at any one time although regarded as necessary costs over the long run.

The need for economy might have stimulated innovation, but while the number of new ideas applied in business during the decade has not been studied, one suspects that lively demand and the pressures of expansion were stronger stimulants than frugality. Perhaps the greatest business innovation of the decade was the spread of the packaged mortgage repayable in even monthly amounts over a long period. This was the result of cooperation between the Federal Housing Administration and bankers. Without the federal guarantees bankers would have been prohibited by law from issuing mortgagees for 90 percent or more of property values. The practice of payment in many equal installments extended a method long used in selling consumer durables to larger capital commitments, and one that was later applied through the with-holding system to federal income taxes in 1944, when they reached high levels on a broad base of taxpayers.

Outline

Business Adjusts to Depression

- I. Businesses preached economy and deflation.
 - A. Same as in France.
 - B. Different in England.
 - 1. Keynesian views held - promoted gov't spending.
 - 2. Fairly good times after 1933.
 - C. Can't compare to Germany and Japan - too militaristic.
- II. From 1930-33, impact of depression varied.
 - A. Manufacturing, construction, finance down a third.
 - B. Trade and service about the same.
 - C. Larger companies cut expenses.
 - 1. Dropped lower level employees.
 - 2. Cut staff work, e.g. advertising, personnel.
 - 3. Skilled workers got shorter week, lower pay.
- III. Demand increased 1935-37.
 - A. Only had moderate effect on unemployment.
 - 1. Increase only for consumer goods.
 - 2. Only the 1,000 largest companies made profits.
 - B. Upswing ended by Roosevelt's balanced budget.
- IV. Long term effects were mixed.
 - A. Big companies diversified.
 - B. Simplification of management was temporary.
 - C. Cut back activities usually considered necessary.
 - D. Might have stimulated innovation but didn't - biggest innovation was packaged mortgage.

SECTION 8

Skimming and Scanning

Skimming and Scanning are both important skills to develop, regardless of your goals after this program. Whether you have called them that, you have, at some time, both Skimmed and Scanned.

Skimming

As the name implies, Skimming is reading something over lightly, just glancing along the surface. It is a useful tool to refresh your memory of something you read previously. It's also helpful when you have a lot of material available and you want to determine what is worth reading carefully. Such an instance is when you are doing any kind of library research.

When Skimming, some of the physical techniques we looked at in Section 1 can be very helpful, so if you haven't already tried them, this might be the time.

Let's try Skimming a fairly long passage. Since when you skim, you generally know something of what the passage is about, I'll tell you that this one deals with the difficulties of the American model of having highly specialized workers.

Your teacher will give you twenty seconds to Skim this paragraph, so don't look at it until he or she says to start. Then stop when he or she says to. Try to answer the questions below the paragraph without looking back at it.

The weakness of the American form is that workers can never be intimately integrated with one another. They can achieve a loose coupling of effort; they can coordinate so long as there is no call for understanding of anything beyond their own specialty. If the right specialties can be put together, like Lincoln Logs or Tinkertoys, then the structure will work. But if the production process requires that each specialist modify goals and talents or develop a unique set of skills, then our prefabricated approach to organization will not succeed. When the underlying production process demands integration of effort at an intimate and customcrafted level, the employees must be asked to give up their local objectives and narrow professional point of view to learn new skills, or take on new goals. That kind of organization has worked on a few occasions when the task was so important individuals willingly gave up their individual goals to a need for closer integration. The Apollo project to put an astronaut on the moon was perhaps the outstanding example, but other exciting enterprises such as building the first aircraft and the first computers also yielded such organizations.

Ouchi, 36

1. According to Ouchi, what is the weakness of the American system?
 - A. We don't make things like Tinkertoys very well.
 - B. We respond slowly to new demands.
 - C. It's hard to get so many specialized workers working together.
2. What must happen if American workers are going to work well together?
 - A. We must be facing a crisis.
 - B. Workers must give up narrow and local concerns.
 - C. Management must provide better leadership.
3. Under what sort of circumstances have American workers come together?
 - A. To produce popular consumer goods.
 - B. When the individual tasks have been fairly simple.
 - C. When the overall task was very important.

Answers are at the bottom of the next page.

Now let's try one that's a bit longer. Your teacher will give you thirty seconds this time. This passage is from the Hewlett Packard Corporation Philosophy, and explains their view of the importance of profits. Remember, don't look back when you try to answer the questions.

In our economic system, the profit we generate from our operations is the ultimate source of the funds we need to prosper and grow. It is the one absolutely essential measure of our corporate performance over the long term. Only if we continue to meet our profit objective can we achieve our other corporate objectives.

Our long-standing policy has been to re-invest most of our profits and to depend on this reinvestment, plus funds from employee stock purchases and other cash flow items, to finance our growth. This can be achieved if our return on net worth is roughly equal to our sales growth rate. We must strive to reach this goal every year without limiting our efforts to attain our other objectives.

Profits vary from year to year, reflecting changing economic conditions and varying demands for our products. Our needs for capital also vary, and we depend on short-term bank loans to meet those needs when profits or other cash sources are inadequate. However, loans are costly and must be repaid; thus, our objective is to rely on re-invested profits as our main source of capital.

Meeting our profit objective requires that we design and develop each and every product so that it is considered a good value by our customers, yet is priced to include an adequate profit. Maintaining this competitiveness in the marketplace also requires that we perform our manufacturing, marketing and administrative functions as economically as possible.

Profit is not something that can be put off until tomorrow; it must be achieved today. It means that myriad jobs be done correctly and efficiently. The day-to-day performance of each individual adds to -- or subtracts from -- our profit. Profit is the responsibility of all.

Ouchi, 226

Answers from previous page - 1-C, 2-B, 3-C

1. To H-P, profit should be:
 - A. Used to finance company growth.
 - B. Shared with stockholders.
 - C. Seen as a sign of the company's market power.
2. At H-P, individual workers should:
 - A. Buy stock in the company.
 - B. Recognize that the company has to be more concerned with profit than their welfare.
 - C. Know that their daily efficiency affects profits.
3. H-P's capital needs are best taken care of by:
 - A. Short-term loans.
 - B. New sales of stock.
 - C. Reinvestment of profits.

The answers are at the bottom of the next page.

Class Activity

Pair off again, doing so with someone with whom you haven't worked before. Each of you should have the magazine you've been working with and should identify an article you've read and know well.

You're going to Skim each other's articles, but before you do, you need to determine how much time to allow. First figure out how many words are in the article. Take the average number of words for four or five lines. Then multiply this average by the total number of lines. That will give you the approximate total words.

Skimming should be done at about 500 words per minute, so you can now determine how much time to allow by dividing 500 into the total number of words. If there are 400 words, this is .8, translated into seconds, being 48.

Take turns Skimming and timing. After you've Skimmed, verbally summarize what you've read. Your partner can tell you how well you did and if you missed anything essential. You can also informally quiz each other on important points.

Scanning

When you Scan, you move quickly, looking for specific information. Read the following questions, then try to find the answers in the Scanning Paragraph your teacher will pass out. You'll have 45 seconds to do this. My answers are on the following page. Don't peek!

1. What were the two purposes of the tax-exempt foundations set up by corporations?
2. Why was the tax bill of 1969 not a wise one?
3. In the 1930's, how many companies gave 5% of their income to charity?

Answers from previous page, 1-A, 2-C, and 3-B.

Contributions for purely philanthropic purposes was a type of responsibility that business companies assumed to a small degree. In the late 1920's the Community Chest movement had gained rapidly, and the issue of whether corporate funds could be donated for purposes only indirectly connected with the welfare of the stockholders became increasingly important. In the "soak the rich" tax bill of 1935, companies were allowed to contribute 5 percent of income for gifts, but it was 1953 before the courts began to legalize moderate gifts for such purposes as education on the basis of their indirect benefit to the stockholders. Since corporate giving from 1935 on declined slightly as a percentage of all philanthropy and average about 1 percent of income, with no large company known to have approached the 5 percent mark, a major lawsuit was never brought to prevent such practices. Hence the precise limit of what represented social responsibility of indirect value to stockholders has never been determined.

Cochran, 245

Answers from previous page.

1. They maintained family control of the corporations and separated yearly contributions from annual spending, making charitable giving possible even when profits were down.
2. In its effort to eliminate the use of foundations as tax shelters, it made the work of legitimate foundations more difficult.
3. None.

Class Activity

Using the article you worked with on Skimming, prepare three questions for someone else to answer. Try to make them Factual rather than Inferential. With Scanning, it is difficult to Infer, since that requires careful examination of specific words and phrases. Scanning often takes longer than Skimming, especially if the article is more than 500 words, so allow about 25% more time than you did previously.

Now pair up with a new partner and each of you Scan the other's article, looking for answers to the questions.

SECTION 9

Reading Graphic Displays

Whether you are looking toward college or a more technical job, it is highly probable that your reading will involve a large number of graphic displays. These are tables, charts, graphs, and son on, and the ability to read and understand them is important.

There is no magic formula or secret to understanding such displays. They vary tremendously in terms of complexity and, unfortunately, clarity. The reverence that our society, particularly the business community, feels for "the numbers" leads some writers to prepare large smorgasboards of figures, numbers, percentages, etc. It's often difficult to know how much to read these, but most of us remember Mom's saying, "Clean your plate! Think of the poor starving _____"(fill in the blank), so we try to take in too much and end up with mental indigestion.

Nevertheless, because graphic displays frequently do illustrate and clarify ideas, you should know how to read them. And there are some guidelines you can follow in doing so. Think of them as little Roloids or Tums.

For one, be sure you understand what the purpose of the display is. Displays should have titles that indicate the nature of the information they present, so read the title.

Second, whether they're title or not, go over carefully the parts of the text where the writer refers to the display. He or she will probably indicate its purpose and cite a few specific facts contained in it. This

can help you figure out how to read it if it is complicated and not easily understandable.

Third, don't try to grasp all of the information presented, or even decide which parts are important. Let the writer indicate that.

Finally, don't spend too long on the display and lose the flow of what the writer is trying to say. Sometimes displays can even be skipped without losing anything important. If it should have a lot of fascinating information you'd like to look at closely, come back to it later.

Below are three of the more common types of displays: a table or chart, a line graph, and a bar graph. Look at each briefly, until you get the idea of what it's about, then answer the questions below it.

After you've done this, go over the answers with the teacher and the rest of the class. You don't need me to tell you what the right answers are.

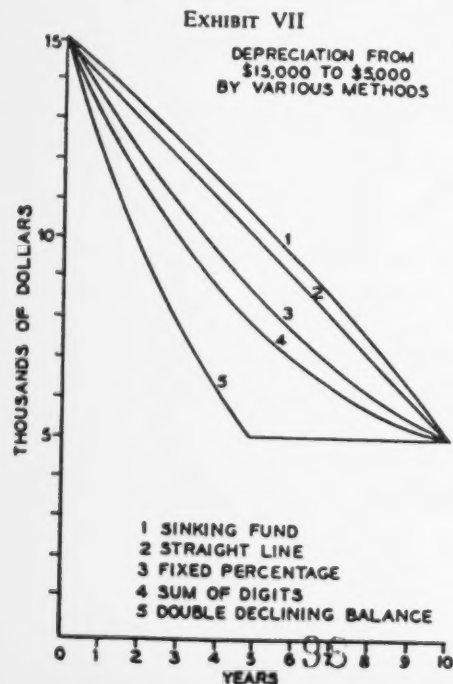
CASH FORECAST							
Fiscal Year 19							
	November	December	January	February	March	April	May
Gross Shipments	1200	1987	2063	1387	2363	2325	1575
Cash Balance Beginning of Month	175	396	222	150	257	160	192
Add: Cash Receipts							
Collections of Accounts Receivable	1380	1350	1605	1635	1680	2055	2205
Miscellaneous Receipts	66	81	70	105	105	97	97
Total Receipts	1446	1431	1675	1740	1785	2152	2302
Total Cash Available	1621	1827	1897	1890	2042	2312	2494
Less: Cash Disbursements							
Operating Expenses	810	915	1035	885	975	1020	960
Raw Materials Purchases	503	570	1050	600	607	555	345
Taxes		60	412	13		395	3
Dividends	112			135			135
Pension Contribution		210					
Total Disbursements	1425	1755	2497	1633	1582	1970	1443
Cash Balance or (Deficiency) End of Month Before Bank Loans or (Repayments)	396	72	(600)	257	460	342	1051
Bank Loans or (Repayments)		150	750		(300)	(150)	(450)
Cash Balance End of Month	396	222	150	257	160	192	601
							Totals for Year
							21000
							375
							19305
							1050
							20355
							20730
							10810
							7140
							1310
							517
							247
							20044
							686
							900
							(900)
							686

Heyel, 109

1. What is the forecast for cash dispersal for purchase of raw materials for April?_____
2. What will be the total receipts for December?_____
3. In which month will operating expenses be highest?_____
4. For the period November through February, how much more will be spent on dividends than on taxes?_____

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5. How many thousand dollars would be the depreciation after four years using the Straight Line method?_____
6. What would it be after two years using the Sum of Digits method?_____
7. What would it be at eight years using the Sinking Fund Method?_____

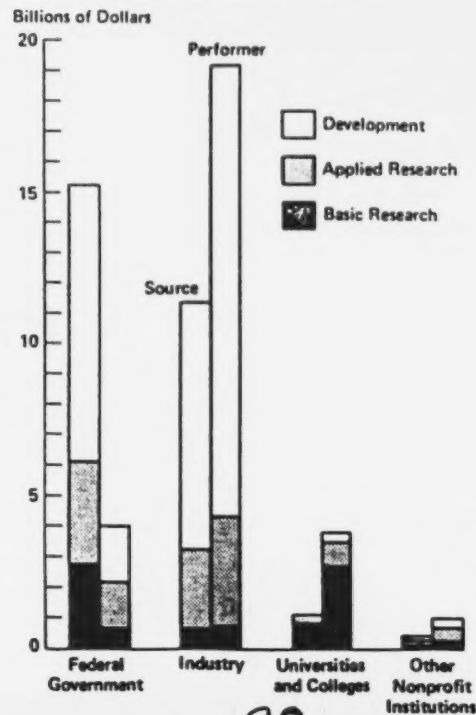


Heyel, 346

*Research and Development

8. How much money did Industry provide as a Source for Applied Research? _____
9. Approximately what percent of the Federal Governments support for R&D went to Basic Research? _____
10. Approximately how much money did institutes of higher learning receive to do Development? _____

EXHIBIT II
SUPPORT AND PERFORMANCE OF R&D* IN THE
UNITED STATES, 1972 (EST.)



MASTERY ACTIVITIES

It would be possible to determine mastery through a post-Module administering of the test you used to determine those who met the Prerequisites. You could have the students take another version of the GED, TABE, or CAT, Reading tests and consider mastery to be the achievement of a twelfth grade level by all students. This would be a fairly easy way to go and would not take very long.

However, I urge you to consider another option. The Reading Skills we've been working with are so varied that a paper and pencil test will not do a very good job of evaluating students performance. In addition, very little is learned by students by taking such a test; it is strictly evaluative.

What I suggest is a two-part activity that will ask more of you and of the students. It will bring into play more of the Reading Skills and will give the students more practice in them. It does not lend itself to establishing grade levels, yet you should get a better idea of your students' overall preparedness for college or more complex job-related reading.

Basically, the activity consists of:

1. Outlining a chapter from a business text.
2. Students generating reading test items from such a text.
3. Creation of a reading test from these items by you, the teacher.
4. Administering and group scoring of this test in the class.

Here's how this would work:

Assign students in pairs to read a chapter from either In Search of Excellence, by Thomas J. Peters and Robert H. Waterman, Jr., or Theory Z, by William Ouchi. As you now know from the excerpts used in this Module,

these books are well-written and present some really interesting ideas and information.

With In Search of Excellence, Peters and Waterman look at the most successful and highly regarded American companies to see how they are managed. They derive some basic principles that seem to characterize most of their practices and make recommendations for the adoption of these principles by other companies. There is some comparison of these principles with similar Japanese ones, but the thrust is on what American companies can and should do.

Theory Z examines Japanese companies and derives the principles that have helped make them so effective. Ouchi also looks at how the Japanese culture promotes and reinforces these principles. He does not argue that American companies can or should be just like the Japanese, but he discusses some of the principles that are adaptable and adoptable. Many of his conclusions are similar to those of Peters and Waterman.

Each book was written with a general audience in mind, not just students in business. Each made best seller lists, so they should be widely available, not just in academic libraries.

There are twelve chapters in In Search of Excellence and eight in Theory Z. Assign or have the student pairs choose a chapter. Tell them to read it carefully, taking notes preparatory to doing an outline of the chapter. Outlining is being chosen because it is the highest level organizational skill and encompasses all the others. In order to do it, students must recognize Main Ideas and Supporting Details, understand Principles of Organization, Infer the authors' Implied meanings, distinguish Fact and Opinion, Paraphrase and Summarize, and even occasionally Skim or Scan.

Before they get into this, you may want to deal a little more with Outlining. A good way to do this would be to assign the whole class a reading of 12-15 pages, either from one of these two books or from another. Then Outline this reading as a class, using the blackboard or newsprint. This will allow you to reinforce basic principles, give them a chance to practice the skills we've worked out, and let them see just what doing an Outline really looks like.

Give them at least a couple of days to do this. I would suggest you give them some class time, since this will allow them to get help from you or classmates.

This activity does require more of you, for when they turn them in, you will have to go over each outline and the chapter on which it is based. I would suggest you write comments in the margins, noting particularly good phrasing, degree of clarity, inclusion or exclusion of important points etc. I think you would find grading this to be a tough task, so I hope that you would rely on all 26 letters.

While you are doing this, the students should select a passage of 100-150 words and write five multiple choice questions on it. Tell them to think of factual questions and ones calling for Inference. You might want to discuss with them principles of good test item construction, how to clearly word questions, how to generate good "distractors" (the "wrong" answers), and so on.

When students have done this, have them give you their passage and questions, and then make up a test from these. Choose three or four from each five or six, making any changes in questions or answers you feel are necessary.

You will then have a test of some twenty passages and sixty to eighty questions. This is a bit long, so you might want to cut out a few, the only problem being that some students might feel slighted. An option would be to make two tests for administration on consecutive days. You could also tell them that they'll take one and that you are going to save the other to use as a Pre-test with the next group you work with.

You now have a test of ten passages and thirty to forty questions and could administer this in a thirty minute period. I would then allow double that time for scoring and discussing it in class. Since you are not grading this test, students can correct their own and learn from this process.

These Mastery Activities require a good deal of time and quite a lot of work from you. Yet the learning and confidence students derive will be worth it, so have faith. Outlining and test item writing will demand a lot from them, but you and they will get a kick from it. Speaking from personal experience, one of the most exciting things about teaching in a Workplace Literacy Program is seeing the blossoming, even the explosion of confidence. The Outlines and test items may not be perfect, but they'll be good and the students will be thrilled at what they've accomplished.

IDEAS FOR EXPANSION

As mentioned earlier, this Module attempts to cover all the territory of Reading Skills, but cannot do so at great depth. There is simply not enough room in the Curriculum to provide for extensive discussion and practice of the various Skills. What is here may not be enough for some of your students, and you may need additional examples and exercises.

Fortunately, there are a great number of reading texts on the market, at both high school and college level. For you students, it would probably be better to aim at college texts. These do not assume a 12th grade reading level; they vary in terms of how basic a level from which they start. However, they aim at giving students the skills they need to read and comprehend at a college level.

Many of these texts are organized around the same Skills we've been looking at here. Thus, it shouldn't be too difficult to find extra passages and exercises about Inference, for instance. Remember, however, that these will not be business oriented.

Below is a list of a few of these books, with some words about what each is strong or weak on.

Adams, W. Royce, and Spira, Jane Brody. Reading Beyond Words.
New York: Holt, Rinehart and Winston, 1978

Begins with Main Ideas and Paragraph Organization. Includes sections of Fact and Opinion, Inference. Has useful sections on reading textbooks and newspapers. Uses short reading passages and has a large number of exercises.

Hancock, Ophelia. Reading Skills for College Students.
Englewood Cliffs, NJ: Prentice-Hall, Inc., 1987

Starts at fairly low level. Deals with vocabulary, dictionary skills, Main Ideas, Paragraph Organization, Inference, Skimming and Scanning, improving speed, study skills. Large section on specific content areas including computer science and data processing. Many exercises, both short and longer passages.

Loewe, Ralph E. A Reader for College Writers. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1980.

Set up around Principles of Organization, specifically Examples, Classification, Comparison/Contrast, Process Analysis, Definition, Cause and Effect. Strong on readings of 3-500 words, not as many exercises.

Maker, Janet and Lenier, Minnette. College Reading, Books,
1,2,3. Belmont CA: Wadsworth Publishing Co., 1985.

Start with very basic skills and increase in difficulty. Many short passages of varying quality. Strong on vocabulary, improving speed, general comprehension.

Wiener, Harvey S. and Bazerman, Charles. Reading Skills Handbook. Boston: Houghton Mifflin Co., 1985.

Covers all the Skills we've discussed, plus vocabulary, study skills. Large number of exercises. Readings are in separate sections with discussion questions, vocabulary, and writing suggestions.

Prerequisites

Since this Module is on basic grammar and punctuation, a reasonable fluency in English is all that's required. If you have students for whom English was a second language, you might want to find out how they learned it. If it was solely through hearing and speaking, they may have more problems with writing it than this Module can effectively address. If they studies it formally, they may already know basic grammatical principles.

An indication of their readiness could be gained from asking them to write a short essay, say, 100-150 words. You could ask them to write what they hope to get out of your program. Then look at the essay for signs of difficulty. Subject-verb agreement and verb tenses are frequent problem areas for speakers of other languages.

If the student shows some problems but seems otherwise appropriate for the program, you may want to arrange for some extra work and perhaps tutoring for him or her. It si imp to have the student up to the level of the others, or all subsequent work could be compromised.

Time for this Module

You could probably cover this material in two to four weeks, (20 hours or so), but this time could vary greatly.

Objectives

When they finish this Module, students will be able to:

Identify the Parts of Speech in given sentences.

Identify Subjects and Predicates.

Describe what Subject-verb Agreement means, and write sentences with proper Agreement.

Describe what Noun-Pronoun Agreement means, and write sentences with proper Agreement.

Define the term, "Clause", and identify the two types of Clauses, Dependent and Independent.

Describe the function of Conjunctions in linking Clauses, and use Conjunctions appropriately.

Define Compound and Complex Sentences, and write examples of each.

Understand basic rules of Punctuation, particularly the use of Commas and Semi-Colons, and use them correctly in given sentences.

Overview

The "mechanics" of English deal with the "nuts and bolts" of using the language. If that makes it sound like a machine, well, it's not a bad metaphor.

Unfortunately, it's very complex machine. If car designers produced a vehicle as complicated and tricky as our language, it probably wouldn't run, and they would soon be out of work. With its myriad rules and multitudinous exceptions, it is a fiendishly difficult language for speakers of other languages to learn.

Even for native English speakers, it is a difficult one to learn when it comes to writing. In truth, written English should be considered as a "foreign" language for most people; it must be learned as painstakingly as any other foreign language. This is particularly true when we are talking about learning formal academic or technical writing.

The vocabulary and syntax of written English are very different from that of the spoken language. What is acceptable when speaking is often not acceptable when writing. "Like sentence fragments." If I had spoken that phrase, I would be understood and no one would think me ill-educated. Yet when I write it, it's a sentence fragment, and it's wrong. If I persisted with fragments, eventually I might not be understood, and I would probably be considered poorly educated.

Now you, and certainly some of your students, might point out that one can find sentence fragments every day in newspapers and magazines. Many advertising copy writers seem to feel that the average person can't understand a complete sentence, so most of their copy consists of fragments. Yes, unfortunately, fragments litter out written world. Those

of us who try to fight for complete sentences sometimes feel as King Canute must have as he watched the tide lap at his feet.

The point that needs to be stressed, and stressed frequently, to your students is that where they are aiming, college or more technical jobs, they will need to write good, complete and grammatical sentences. There will be many times when they must communicate precisely and persuasively, and sentence fragments and run-ons don't do this. In addition, having to carefully construct sentences will lead to careful choice of words and phrases.

Furthermore, students should know that the people they are trying to convince or persuade about something will make judgments of their ideas on the basis of their use of the language. It may be unfair but people do see poor grammar as a sign of a lack of education and/or intelligence.

Your students should also realize how limited written English is compared to spoken in terms of the means of rhetoric. If you listen carefully to how most people speak, you realize just how imprecise spoken English usually is. However, with repetition, restatement, tone of voice, gestures and facial expressions, we can get a spoken idea across, even if our words are imprecise. None of these means is available to the writer. He or she can use only the careful choice of words and clear construction of sentences to communicate.

All of the above is pointing toward writing a good sentence. I've said nothing about paragraph or essay construction. This is because we have to start with the basics, the building blocks, and the sentence is the basic building block of the written language. Paragraphs and essays are the rooms and buildings and we'll get to them later. First we have to learn how to lay bricks.

One more point and then I'll put away the soap box. As previously indicated, when we speak, we have more than one chance to get our points across. We can answer questions, read puzzled expressions, try rephrasing, repeat a phrase, and so on. When we write, we get just one shot. Our thoughts have to be clear on paper; if they're not, we usually don't know this at the time, and we rarely have a chance to clarify. This makes it imperative to get it clear the first time, and to do this, good use of vocabulary and syntax is essential.

The overall goal of working on Mechanics, then, is writing a good sentence. We are not trying to give students a complete understanding of English grammar for its own sake, or so that they can more easily learn a foreign language. The grammar and punctuation principles covered in this Module are the ones novice writers most frequently have problems with. Subject-verb agreement is an example.

We don't have the time or space to get into niceties like split infinitives, dangling modifiers, predicate adjectives and nominatives, and so on. If you see recurrent problems in your students' writing with any area we don't cover, consult one of the texts mentioned in the Ideas for Expansion.

That brings us to the teaching of these English Mechanics. No, not some cockneys with spanners working on a lorry, but things like subjects and verbs and semi-colons and so on. This is not the most interesting content area to teach because it is so detailed and confusing and requires so much drill. Yet be not downhearted; it's even worse to learn. Finding an easy and totally effective way to teach the Mechanics is the linguistic equivalent of finding the Philosopher's Stone, whereby we could turn the dross of student prose into gold. Unfortunately, we're not likely to have any better luck than the medieval alchemists.

What all these cheery words point to is the importance of trying to make learning these things as smooth and painless as possible. Don't belabor any one area. If students are struggling with it, move on and return to it later. Emphasize the importance of this material for the reasons I've just discussed, but at the same time, show sympathy for the frustration many will feel. Laugh when you hear that inevitable cry of pain, "Why do we have to learn all this stuff anyway?"

Allowing the maximum possible student input will also help, not only by making them feel less like victims of some obscure (and, to their minds, obscene) English grinds, but because it will help them learn more. Let them ask the same simple question five times. Cheerfully explain the answer over and over. Better yet, let a student who's gotten the idea explain it. Sometimes student explanations seem to work better. Let them tell you what kind of approach works best, and then concentrate on it.

At some point, you may discover students who are able to do grammar and punctuation exercises accurately, but still make mistakes in speaking or writing that they now shouldn't make.

This is an unfortunate fact of life, for there is not a one-to-one correlation between knowledge of grammar and ability to write grammatically. Don't get frustrated at that. The work in grammar will improve the overall quality of writing, and just as important, it gives you and the student a common vocabulary to work with in improving the writing. It's much easier to teach a student why a particular construction of his is a sentence fragment if he knows what a dependent clause is.

The "voice" of this Module is directed toward the students. The explanations are written for them, and the activities suggest what they should do. Your role is usually suggested, but sometimes not. All of this indicates that the ways the Module should be taught are very flexible. Use your best judgement to adapt or change anything, and as mentioned earlier, allow students to have some say in this.

Learning Activities

To the Student

If you've seen the Objectives for this Module, you know it deals with a lot of nitty-gritty stuff involved in writing our language. Grammar and punctuation rules are important and I'll try to show you why as we go along. Now you may be thinking, "Oh no, I got enough of that garbage in school. I don't want it again." That's understandable. Everyone who's gone to school has been exposed to grammar, just as most of you have been exposed to chicken pox, you don't get it again. The same is not true of grammar. You can get it again and again, until you finally Get it. Get it?

Now, contrary to popular belief, the rules of English grammar were not dreamed up one stormy night in 1700 in a ghostly English castle by a team of sadistic, twitching English teachers who were never loved by anyone, even their mothers. Grammar has evolved and will continue evolving, for one simple reason: grammar helps people communicate. Communication is a basic human need, and the rules of grammar grew to facilitate meeting that need. It may be hard to believe, but it's true.

At this point, a skeptic among you might say, rather forcefully, "Look here. I ain't got no good grammar. I got no use for that stuff. My old lady understands me good. And my supervisor. That's all that matters. Yunnerstan?"

I might reply, "Uh, yes, I think I do. Yes, I think so. Only, do you mean your wife understands your supervisor as well as she understands you? Or that your supervisor understands you as well as your wife does?"

There are two points to draw from this hypothetical exchange. One is that grammar rules do matter. The Skeptic wasn't clear and he left some confusion because he didn't speak grammatically. While we would probably know what he meant from hearing him, if he had written this or something similar, we might not. This leads us to the second point.

Rules of grammar are especially important in writing. When we speak, we can rely on reading our audience, using gestures and expressions, tone of voice, repetition, and rephrasing or words. We have many more weapons at our command, and if we don't get through the first time, we can try again. There may also be dialogue, as the listener can ask questions and we can answer.

None of this is available to us when we write. We have to make everything clear on paper. Our tone of voice won't make it clear and we can't rephrase something. The reader will not be able to ask what we meant. It has to be clear as it stands.

The professors and supervisors you will be writing for want to know what you think the first time they read your words. They won't want to figure out what you "meant to say"; that's not good enough.

Don't let all of this intimidate you. You should be impressed by the importance of the task as the equivalent of learning a foreign language, for it is very much like that. It requires the same diligent work, learning of rules,

practice, and satisfaction with gradual progress. Yet ninety percent of the population can learn a foreign language and ninety percent can learn to write well, and that includes you! You may not become a John Updike, or even Danielle Steele, but you will be able to set words on paper in sentences that say what you want in a clear and unambiguous fashion, and that's all that can be asked of you.

Parts of Speech

So that we can talk about how words are used and how they should be put together, we need to know some basic terminology. We also need to know how to recognize which part of speech each word in given sentences represents.

There are eight Parts of Speech, which is to say, every word in every sentence can be seen as one of these, or a form of one of these. The Parts of Speech, their definitions, and some examples are shown on the next page, which your teacher may make into an overhead.

PARTS OF SPEECH

NOUN - The name of a person, place or thing. Butcher, baker, candlestick-maker are Nouns. So are beach, forest, mountain. Wallpaper, integrity and chemotherapy are also Nouns.

PRONOUN - takes the place of a Noun. Words like I, you, and they are Pronouns. They might take the place of Ken, or Karen, or "the workers". It might replace "joke". Pronouns also indicate possession, as in our, your, their. Finally, Pronouns can ask questions, be "interrogative", as with who, what, where, why, etc.

ADJECTIVE - Describes or "modifies" a Noun. In the phrase, "purple hair", purple is an Adjective. So are the following underlined words: juicy orange, three friends, a man who is thoughtful and kind.

VERB - Identifies the Action or "State of Being". There are these two types. The underlined are Action Verbs. Skaters wobble, the dog dreamed, the vase sits, I hope. The following underlined words indicate the way something exists, its "State of being". They are outrageous. He seems thrilled. Those mushrooms smell bad.

ADVERB - Describes a Verb or an Adjective or another Adverb. It often, but not always ends in "ly". The underlined are Adverbs. Skaters wobble dangerously. The dog dreamed restlessly. The vase sits securely. I sometimes hope. The following underlined words are also Adverbs because they give more information about an Adjective. The mushrooms smell disgustingly bad. (Says how bad they were.) The mostly friendly crowd. (Says how friendly they were.)

PREPOSITION - Indicates a position or relationship between two things or people. Examples are: The cat in the hat. The son of my friend. The crabapple tree growing through the roof. Prepositions take Objects, either Nouns or Pronouns, and make Prepositional Phrases. In the previous Phrases, the Objects were hat, friend, and roof.

CONJUNCTION - Connects and indicates relationships between two Clauses (groups of words with a subject and verb). And, but, and or are examples of one type. While, because, and although are examples of the other type. More on that later.

ARTICLE - Cute little word that introduces a Noun or Pronoun. A, an, the, this are Articles.

EXPLETIVE - Expresses emotion in one word. Many are not obscene. Wow, ugh, super, bummer, phooey, nuts, yeah are, or can be Expletives.

Nouns

Okay, let's see how much you have remembered from your days at the little red schoolhouse. Underline the Nouns in the following sentences.

1. They were telling jokes, but their laughter sounded bitter and their faces weren't smiling.
2. The supervisor told the employees that he was not going to put up with any more of their nonsense.
3. One man told the supervisor that his overbearing nature made the situation tense, and that's why they had to joke around.

In #1, "jokes," "laughter" and "faces" are Nouns. In #2, you should have underlined "supervisor," "employees" and "nonsense". In #3, "man," "supervisor," "nature," "situation" are the Nouns.

Pronouns

As defined, a Pronoun takes the place of a Noun that has been mentioned or is understood. This Noun is known as the "antecedent" (antecedent - something going before). This will be important when we get into Noun-Pronoun Agreement, and area where novice writers often have difficulty.

Now go back to the three sentences above and circle the Pronouns.

In #1, you should have circled "they," "their" and "their". In #2, "he" and "their" are Pronouns. And in #3, "his" and "they" should be circled. You see how the Pronouns refer to Nouns that have been previously stated, as in #2, "he" does to "supervisor," or to Nouns that are understood, as "they" does in #1.

Adjectives

English is especially rich in Adjectives and they help make it possible for us to describe things precisely and vividly. Underline

the adjectives in the following sentences.

1. Our uptight CEO said that while our sales figures for the previous were robust, 1987 had been a bad year and figures were anemic.
2. The long bitter strike had left everyone edgy and heated words were often heard.
3. A weekend of three days gives us enough time to get our new boat in the water and do some serious fishing.

The words underlined in #1 should be "uptight," "sales," "robust," "bad" and "anemic". In #2 you should have underlined "long," "bitter" "edgy" and "heated". The Adjectives in #3 are "three," "enough," "new" and "serious".

Adjectives shouldn't give you too much trouble. Notice, however, that they don't have to be next to the Noun they describe. "Robust" and "anemic" in #1 refer to "figures" but come at the end of a phrase about them. This is a type of sentence which is quite common, and the sentence you're reading right now is an example. "Common" is an Adjective describing "type."

Verbs

As defined, Verbs identify an Action or a State of Being. The latter are also referred to frequently as "linking" Verbs, but we'll call them "Being" Verbs since they are identifying a condition of existence, a "State of Being."

As long as we're discussing terminology, don't be misled by the other term, "Action". The "action" is not necessarily visible. For instance, in the sentence, "I think that I like chocolate best," "think" and "like" are Action Verbs, but the action is all internal; it's in the mind.

Underline the Verbs in the following sentences.

1. He picked up his tools, tenderly kissed each one, and then lightly tossed them into the furnace.
2. Because it rained so steadily, the management regretfully postponed the company picnic.
3. Prices moved down last month, so we will act quickly and buy that home computer which we have wanted for so long.

The Verbs in #1 are "picked," "kissed" and "tossed." In #2, they are "rained" and "postponed." In #3, you should have underlined "moved," "will act," "but" and "have wanted."

Notice that "will" and "have" are included. Words like these and "has," "shall," "should," "could," "were," "was," and so on, when put with the Action Verb, become part of it. They are known as Helping Verbs.

On their own, some of them can be Action Verbs, as in "he has a gun," or Being Verbs, as in, "He was my boss." The most common Being Verb is "to be." Examples: "They will be ecstatic," or "Virgil would have been happy if only he had been here." Notice that Being Verbs can also take Helping Verbs.

"Seem" is a Being Verb, as in, "They will seem strange to you," or, "He seems big to me." "Remain" is another, as in, "I remain your most devoted admirer." The Verbs of the senses can be Action or Being Verbs. You can "look hard for your missing keys," or you can "look exhausted after working overtime." In the first case, "look" describes an Action; in the second, it's a condition or State of Being. This dual nature also applies to "feel," "smell," "taste," and "sound."

Adverbs

Adverbs give more information about the Verb. Adverbs may indicate the extent, intensity, duration, speed, force, etc. or an Action Verb, or the extent of intensity of a Being Verb, e.g. "He hardly looks undernourished to me."

Go back to the three sentences in the Verbs section and circle all words which you think are Adverbs.

Okay, the Adverbs in the first sentence are "up," "tenderly" and "lightly." In #2, they are "steadily" and "regretfully". In #3, you should have circled "down," "quickly" and "long". Notice that most, but not all of these end in "ly."

Adverbs can also modify or describe Adjectives. If your daughter says, "That group is totally awesome," after you grimace a little, you'll recognize that "totally" is an Adverb describing the Adjective "awesome." It is telling us the degree to which the group is awesome.

If you reply, "I think their music is nauseatingly obnoxious," you have used "nauseatingly" as an Adverb to say more about the way or degree to which it is "obnoxious."

Prepositions

We've already seen some examples of Prepositions. In the sentence you are reading at this very instant, there are three of them. Can you find them? Remember, they indicate a position of relationship.

Got all three? They are "In," "at" and "of." Their Objects are "sentence," "instant" and "them."

Circle the Prepositions and underline their Objects in the following sentences.

1. He flung himself from the room, flung himself on his horse, and rode off madly in all directions. (Stephen Leacock)
2. He said that to her for the sake of his honor.

In #1, the Prepositions are "from," "on" and "in." Their Objects are "room," "horse" and "directions." "Off" is often a Preposition, but here it's an Adverb modifying "rode."

In #2, the Prepositions are "to," "for" and "of," with the Objects being "her," "sake" and "honor."

At this point, you may be finding this a bit dry, a bit tedious, a bit much, a bit _____ (insert your own Adjective).
Let's go off on a mild tangent, something you don't need to remember but probably will.

The usage of Prepositions can be tricky. You're not supposed to end sentences with them, though everyone does. You shouldn't say, "Who are you going with?" but rather, "With whom are you going?" It shouldn't be, "That's the car I was telling you about," but instead, "That's the car about which I was telling you."

I think you'll agree that in each instance, 99% of the population would say it the first way, and that the second sounds a little, well, stuffy. However, you may run into someone who is a stickler about not ending sentences with Prepositions, so just in case, I have now forewarned you that a Preposition is not what you should end a sentence with.

Should you encounter such a person, tell him about the young boy of my acquaintance who ended a sentence with five Prepositions. Speaking to his

father, he commented negatively on the choice of reading material Dad had brought up for a bedtime story. He said, "Why did you bring that book I didn't want to be read to out of up for?"

Conjunctions

Understand Conjunctions will be critical when we get into Sentence Structure. Recognizing them and what type they are can help you avoid writing incomplete sentences, called "Fragments," and ones which "Run-on" incorrectly. Our definition of a Conjunction is of a word (it can also be a phrase) that links two Clauses, groups of words with a subject and verb. See if you can underline them in the following sentences.

1. The coffee machine broke down so everyone is grumpy.
2. While it's being fixed, people will have to resort to colas and No-Doz.
3. Everyone in the Repair Shop has tried to fix it, but no one has been able to so far.
4. They're going to have a riot here soon if they don't hurry up and get it fixed or replaced.
5. When my buddy Cal gets here, he can take it and he will fix it because he's an absolute genius with appliances.

The first four sentences are fairly easy. Each has just one Conjunction. In order, they are "so," "While," "but" and "if." In #5, there are three Conjunctions, "When," "and" and "because."

Don't worry if you missed any of these and are unsure of this Conjunction and Clause business. We'll be coming back to them shortly and will then say more about them.

Articles and Expletives

Phew! Now we can end this section with just a few words about Articles and Expletives. If I can't get the point across with a little underlining, well!, then this idea was not a good one. Shoot, I hope you've got it, because you could probably use a break and I know that an opportunity to reflect on what we've gone over is probably a good idea. Do you get the idea? Great! Take five.

Now that you're rested, try Exercise 1.

Exercise 1

DIRECTIONS - Above each underlined word in the following passage, write what Part of Speech it is. Use Abbreviations.

When he pulled in to the parking lot, Doug muttered angrily to himself, "Damn! Late again. The boss is going to hang me by my thumbs." He got out and slammed the door. He started to run toward the plant, but then he hit an icy spot. As his feet sailed over his head, Doug thought, "This is not my day!"

While he lay there stunned for a moment, Doug saw a pale blue Daytona glide into a spot near him. In it was the beautiful blonde secretary to the plant manager.

He was of two minds at that moment. On one hand, he would like to get to know her better. On the other, he was concerned that she might report him to somebody. Should he call for help?

"Toadliker!" he thought to himself. "how do I get myself into such messes? What should I do now?" The aching pain in his hip gave him the answer. He knew he would only be able to walk slowly and painfully, if at all. Doug swallowed his pride and then he called out in a strained voice, "Help me!"

The secretary came over quickly. "Are you all right?" she asked.

"Would I be lying here if I were?" Doug grunted.

"Let me help you up," she said, trying to lift him to his feet. Together they managed to get him on his feet, and they started to walk slowly toward the distant plant.

As they struggled on, Doug suddenly noticed something. "Hey, where are all the cars?" he croaked. "Why are there so few?"

Don't you remember?" she said. "The plant is closed for today

because production was so good last quarter. I just came in to get some work. Why are you here?"

"Sonuvagun," said Doug. I clean forgot! How dumb can I be?"

Fortunately, she laughed. "Come on in with me. I'll get you some coffee."

Sipping the hot coffee in her warm office, while she got her work together and chatted cheerfully, he thought that maybe this wasn't such a bad day after all.

Exercise 1 Teacher's Version

DIRECTIONS - Above each underlined word in the following passage, write what Part of Speech it is. Use Abbreviations.

When he pulled in to the parking lot, Doug muttered angrily to himself, "Damn! Late again. The boss is going to hang me by my thumbs." He got out and slammed the door. He started to run toward the plant, but then he hit an icy spot. As his feet sailed over his head, Doug thought, "This is not my day!"

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Don't you remember?" she said. "The plant is closed for today

because production was so ^{Adj} good last quarter. I ^{Adj} just came in to get some
^N work. Why are you ^{Adv} here?"

^{Ex} "Sonuvagun," said Doug. I ^{Adv} clean forgot! How ^{Adj} dumb ^V can I be?"

^{Adv} Fortunately, she laughed. ^{Prep} "Come on in with me. I'll get you some
^N coffee."

Sipping the ^{Adj} hot coffee in her ^{Adj} warm office, ^{Con} while she got her ^N work
together and chatted ^{Adv} cheerfully, he thought that maybe ^{Pron} this wasn't such ^{Ar} a
bad day after all.

SECTION 2

Subjects and predicates

The Subject of a sentence is the person, place or thing that does the Action, or is in the State of Being. You remember that our definition of a Noun was of a person, place or thing, and of a Pronoun as a word that takes the place of a Noun. Therefore, it's logical to assume that the Subject must be a Noun or Pronoun. And in this case, it's not only logical, but correct.

The Predicate of a sentence identifies what the subject does (Action) or is (Being). Obviously then, it must have a Verb. It may contain other words that provide more information, along the lines of what, and where, and to whom, or with whom, and how many times, etc.

So, lets look at a sentence and analyze Subject and Predicate with a series of questions.

Peter Piper picked a peck of pickled peppers.

First let's identify some Action or Being. Q - So what happened here?

A - Something got picked. "Picked" is a Verb.

Second Q - Who did this picking? A - Peter Piper. Then "Peter Piper" is the Subject.

That's the essential idea that the sentence communicates. Peter Piper did some picking. Now the writer provides more information, telling us what he picked, "picked peppers," and how much, "a peck." Yet the central point is that Peter Piper picked, and it is the Subject and Verb that communicate this.

Let's try another.

She sells sea shells down by the seashore.

Okay, first the Action or Being. Q - What happens here? A - Some selling.

Second Q - Who does this selling? A - She does.

"She" is the Subject. "Sells" is the Verb.

Other information? We're told what she sells, "seashells," and where she sells them, "down by the seashore." We don't have any idea what she charges.

One more then.

Frank Farkle feels frankly fed up with frivolous frippery.

Q - What's happening? A - nothing. No action. Q - Then what is the condition of existence, the State of Being? A - Someone or something is feeling.

Q - Ah so. Who's feeling? A - Frank Farkle.

Q - Good. What's he feeling? A - Frankly fed up with frivolous frippery.

So out Subject is "Frank Farkle" and the Predicate is "feels frankly fed up with frivolous frippery."

You'll notice that in each case, we began by asking about the Action or State of Being, in other words, the Verb. Now, here comes one of the few Absolute Statements in language or in life that you can take to the bank and never go wrong. Better even than, "Just fifty dollars over invoice" or "You can't miss it" is :

FIND THE VERB FIRST.

Always begin by asking what the Action or Being is. Then ask who or what does or is.

If you begin by trying to find the Subject, it's easy to get lost. Try to find the Subject quickly in the following sentence without identifying the Verb.

In what cove off the bay, a rock covered by barnacles and only visible at low tide has the shape of my Uncle Melvin's head.

Did you try "cove" because it came first? Nope. How about "bay"? Unh. "Barnacles"? Nooo. "Tide"? "Head"? Not so easy, is it?

Now let's look for the Verb. What's the Action or Being? Something "has" something else. What is it that "has"? Not a cove or bay or barnacles, but a "rock." "Rock" is the Subject.

Okay, you say, if it's so simple, then what's all that other stuff doing in the sentence? Basically, it's giving us more information, some about the Subject and the rest about what the Subject "has," in other words, the Predicate.

The Phrase "covered by barnacles and only visible at low tide" tells us more about the rock. "Rock" is then the Simple Subject and "Rock covered by barnacles and only visible at low tide" is the Complete Subject.

The phrases, "In that cove off the bay" and "the shape of my Uncle Melvin's head" tell us where and what the rock has. Thus they are part of the Complete Predicate. Notice that the Predicate does not have to follow the Subject. It can precede it, or as here, bracket it.

There are two particular types of sentences that many students find confusing when it comes to finding the Subject. One is the Imperative and the other is a sentence beginning with "Here" or "There."

Imperative sentences are commands. "Be sweet to me," "Pick up your clothes" and "Stop that man" are Imperatives. In an Imperative the Subject is understood to be "you." This is logical since the command is being addressed to the second person, to "you." If you ever have to take a Subject-identifying quiz or test and see an Imperative, write the "you" in and label it.

"Here" and "there" sentences trip students up when they think that the Subject must precede the Verb. "Here" and "There" are not Nouns or Pronouns so they can't be the Subject. They are actually Adverbs. For instance, in the sentence, "Here comes Kathy," "comes" is designating the Action, so it's the Verb. Kathy is the one who "comes," so she is the Subject. "Here" shows where Kathy is coming, so it is an Adverb.

You won't be fooled by such sentences if you remember our basic rule to "Find the Verb First." Try this with the sentences below.

1. There are the pins connecting the furbelow to the frabijam.
2. Here sit the grumly gaskets that cushion the frobisher.

Applying our rule, we ask "what are there" in #1 and see that "pin" is the Subject. In #2, we ask "what sits here" and realize that "grumly gaskets" is the Subject.

To see how well you've grasped this idea, try Exercise 2.

Exercise 2

DIRECTIONS - Underline the Complete Subject (Simple Subject and all all words describing it) and circle Complete Predicate (the Verb, including Helping Verbs, and all the words that provide other information.)

1. One of the best shops in the whole country operates in that ugly little building.
2. There, in a crummy office just inside the door, is a bent and somewhat crotchety old man.
3. That strange looking fellow has been running the print shop for many years.
4. As its founder, he has always run the place like the military.
5. His employees, bossed around and yelled at, still love him.

The following sentences may have more than one Subject and Predicate. Identify all of them.

6. While the boss may yell at them a lot, they know that their work is the best.
7. Even if they had a chance at a better paying job, not a single one would leave voluntarily.
8. Everyone respects the operation so much that the printer's union has never tried to organize there.
9. You talk to him if you get the chance.
10. He has numerous stories he can tell, and he relates them in a fascinating manner.

Exercise 2 - Teachers Version

DIRECTIONS - Underline the Complete Subject (Simple Subject and all all words describing it) and circle Complete Predicate (the Verb, including Helping Verbs, and all the words that provide other information.)

1. One of the best shops in the whole country operates in that ugly little building.
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SECTION 3

Subject-Verb Agreement

The reason that it's important to be able to identify the Subject and the Verb is that they must agree. This agreement refers to their both being Singular or Plural. We don't say, "He sit" or "They sits" because that is combining singular Subject and plural Verb, or vice-versa.

Now this sounds easy enough. Everyone knows enough not to write "They sits." However, it's not always so easy. In fact, Subject-Verb disagreement is one of the most frequent mistakes of inexperienced writers. Read the three sentences below and identify which one has Subject-Verb disagreement.

1. Each of the players up there with the coach are going to the all-star game.
2. Neither the coach nor the players has any idea that they have been chosen.
3. Playing hard all season and then having to wait around to see who will be chosen is difficult.

Now each of them sounds okay, or sort of okay. At least it's easy to imagine hearing someone say each. Remember, though, that what we can get away with in speaking may not be permissible in writing. In fact, each of these sentences is incorrect. Why? We'll look at each in turn and learn some principles of Subject-Verb Agreement.

1. Each of the players up there with the coach ^{is} ~~are~~ going to the all-star game.

The Subject here is "Each," not "players." "Players" is a Noun,

true, but here it is the Object of a Preposition. When you have phrases like "one of the," "each of those," "some of them" or "all in the," the first word is the Subject, and the rest is a Prepositional Phrase, that gives more specific information. Thus the Verb follows the number, Singular or Plural, or "one," "each," "some" and "all."

2. Neither the coach nor the players ^{have} ~~has~~ any idea that they have been chosen.

When you have a "neither-nor" or "either-or" construction, the Verb takes the number of the part of the Subject closer to it. "Players" is plural, so the verb must be "have." If you reversed the phrase to read, "Neither the players nor the coach," then the verb would be "has."

Decide what the verb should be in the following sentence.

Either the workers or management ~~is~~/are going to win this dispute.

Even though "management" represents a number of people, it is a singular noun. Therefore, the verb should be "is."

3. Playing hard all season and then having to wait around to ^{are} see who will be chosen ~~is~~ difficult.

What is "difficult" here? It is both "playing" and "having to wait." These are Verb forms used as Nouns. (Technically, they're called "gerunds" and they're quite common.) Because of the two parts, this is a "Compound" Subject, like "Dick and Jane" or "bacon and eggs." A compound Subject takes a plural verb, e.g., "Dick and Jane see Spot," and, "Ham and eggs are my favorite breakfast."

There are a few other situations where determining Subject-Verb Agreement is tricky.

One such is when the Subject follows the verb, as in the ones we looked at that begin with "Here" and "There," or in this sentence.

As the head of the marchers is my friend, Pasquale.
Or this one.

In that box are all the tools you'll need.

Another tricky situation is with certain "Collective Nouns," like "management," which we saw earlier. They seem to refer to more than one, but yet are actually singular. Other examples are "team," "family," "group," "committee," and "crowd." Thus we say, "The team is playing well today," or "The crowd does not seem to recognize that fact." A "Collective Noun" names a group and takes a singular verb when the group acts as a unit.

Mild Tangent #2. The practice must be different in Canada. If you listen to a hockey broadcast and the announcer is Canadian, you'll hear lines like, "The Montreal team are really forechecking tonight," or "Calgary have a lot of goals to make up."

Part of the same principle as the Collective Nouns are certain words that seem to be plural but are actually singular. "Mathematics" and "economics" are examples, as is "news." Thus we would say, "Good Evening. We would like to bring you the news, but there is no news." (Department of Wishful Thinking)

Another tricky area is that of measurements and numbers. We can treat them as plural or singular. We would say, "Seven years of study go into being a lawyer," and use the Plural, or, "Seven years is a long time to

spend in school," and use the singular. We might also say, "Three quarters of a pizza is too much to eat for a snack," or "Ten gallons of gas is all it takes to get from Rochester to New York City in my new car."

Let's try these principles out with Exercise 3.

HINT: If you're unsure, try reading the sentence softly to yourself. The ear can often tell you more than the eye.

Exercise 3

DIRECTIONS - If the sentence is correct as written, write C after it.
If it's not, correct the verb.

1. Neither snow nor rain nor sleet nor gloom of night stay the courier from the swift completion of his appointed rounds.
2. The engineers and their boss are throwing a party on the floor.
3. Here is the directions for assembling that widget polisher.
4. Every one of the new regulations are being examined by union and management.
5. Driving eight hours and then having to unload make a grueling day.
6. One of the chief stockholders are going to make an inspection of the plant.
7. Either the flywheel or the bushings is shot.
8. The jury are still out on whether we're going to go to an all-aluminum housing.
9. One of the Wicks twins is investigating the breakdown.
10. On the top of that cabinet is the directions for disassembling the frobisher.

Exercise 3 -Teacher's Version

DIRECTIONS - If the sentence is correct as written, write C after it.
If it's not, correct the verb.

1. Neither snow nor rain nor sleet nor gloom of night ^{stays} stay the courier from the swift completion of his appointed rounds.
2. The engineers and their boss are throwing a party on the floor. C
3. Here ^{are} ~~is~~ the directions for assembling that widget polisher.
4. Every one of the new regulations ^{is} ~~are~~ being examined by union and management.
5. Driving eight hours and then having to unload make a grueling day. C
6. One of the chief stockholders ^{is} ~~are~~ going to make an inspection of the plant.
7. Either the flywheel or the bushings ^{are} ~~is~~ shot.
8. The jury ^{is} ~~are~~ still out on whether we're going to go to an all-aluminum housing.
9. One of the Wicks twins is investigating the breakdown. C
10. On the top of that cabinet ^{are} ~~is~~ the directions for disassembling the frobisher.

Section 4

Noun-Pronoun Agreement

Just as Subjects and Verbs must agree in number, so must all Nouns and Pronouns. Since a Pronoun takes the place of a Noun, if one is singular, so must the other. Often this is quite simple. No one would say, "The tree is dropping their leaves."

However it becomes a bit more complicated when you're not sure of the Antecedent of the Pronoun, that is, the Noun which the Pronoun replaces. For example, which Pronoun is correct in the following sentence?

The union, supported by all its members, as well as management, issued its/their annual Labor Day statement.

Who did the issuing? The union did. Workers and management just supported it. "Union" is singular, so the Pronoun should be "its".

Noun-Pronoun Agreement becomes increasingly tricky when we talk about people. It's very common to hear someone say something like:

Everyone will have to bring their own beverages.

or

Somebody is going to have their neck in a sling if they keep messing around with my lunch.

"Everyone" and "Somebody" are singular, so the Pronouns that refer to them should be singular also.

Compounding the problem is that it is no longer appropriate to assume that "Everyone" and "Somebody" are male, and therefore, use "he." Unless you are talking about a pro football team or a boys' choir, you should use "he or she" or "he/she." This is correct and it's appropriate, yet it can become awkward. Correcting the second sentence above, we then have, "Somebody is going to have his or her neck in a sling if he or she keeps

messing around with my lunch." Doesn't sound like much of a threat, does it?

Various people have tried for a solution to the "he/she" dilemma, but at present, there is no fully accepted practice. (One alternative suggested to me by the all-female editorial staff of a magazine was to use "he or she" the first time, with a footnote explaining that, for simplicity's sake, "he" would be used thereafter.)

Therefore, it seems that for now, we will go on saying, "Everyone. . . their . . ." While it's incorrect, "their" at least has the advantage of being a unisex pronoun. You should, however, write it correctly, and it is better to err on the side of being too particular, so use either "he or she" or "he/she."

Now, as long as you're thoroughly confused, try Exercise 4.

Exercise 4

DIRECTIONS - Cross out the incorrect Pronouns in the following sentences.

1. All of the employees will receive bonuses which will make their/his or her holiday season brighter.
2. The bonuses are so large this year that each employee is again eager to do his or her/their best during the coming year.
3. Management decided to increase its/their offer to the union because the union members had shown its/their dedication to hard work.
4. Much of the improved feeling in the plant comes from the ease and effectiveness of the new floccilating process, and we expect it/them to continue.
5. The floccilating process reduces the level of steatopygia suffered by the workers, and each one reports their/his or her satisfaction with improved health and appearance.

Exercise 4 - Teacher's Version

DIRECTIONS - Cross out the incorrect Pronouns in the following sentences.

1. All of the employees will receive bonuses which will make their/~~his-or-her~~ holiday season brighter.
2. The bonuses are so large this year that each employee is again eager to do his or her/~~their~~ best during the coming year.
3. Management decided to increase its/~~their~~ offer to the union because the union members had shown ~~its~~/their dedication to hard work.
4. Much of the improved feeling in the plant comes from the ease and effectiveness of the new floccilating process, and we expect it/~~them~~ to continue.
5. The floccilating process reduces the level of steatopygia suffered by the workers, and each one reports ~~their~~/his or her satisfaction with improved health and appearance.

Clauses

Now we start to work on sentences, or near-sentences, instead of bits and pieces. Understanding what a Clause is and knowing that there are two types of Clauses are essential to writing good sentences.

Quite simply.

A Clause is a group of words with a Subject and Predicate. If you have a Subject, "She," and a Predicate, "fell down," you have a Clause, "She fell down." This is also a sentence. However, don't assume that every Clause is a sentence; it's not. More on that in a bit.

The Predicates we have looked at have had a number of things in them, Prepositional Phrases, Adverbs, and so on. Yet a Predicate does not have to have any single one of these; all it must have is a Verb. A Verb alone can be a Predicate, so a Clause might have just a Subject and Verb. For instance, in answering what happened to my watch, I might say "It stopped", and this is a perfectly good Clause.

Here are some other examples of Clauses.

1. The canteen is on fire.
2. Although the canteen was destroyed by fire.
3. Management is sending concession wagons through the plant.
4. Because the employees like a snack on their breaks.

You may notice something different about these sample Clauses. A couple of them don't sound right. They don't sound quite complete. If you noticed that, then a gold star for you. Two are not complete because they

are examples of one of the two types of clauses. The two types are:

INDEPENDENT
and
DEPENDENT

Without my defining them any more than that, which two of the four Clauses do you think are Dependent, and which are Independent?

Just figuring with what you know about the meaning of "dependent" and "independent," and guessing at a connection with completeness, you probably said that #1 and 3 are Independent, and #2 and 4 are Dependent. And if you said that, you're right, so another gold star. (If you tried hard but missed, you can still make yourself an aluminum foil star for effort.)

#1 and 3 seem to complete a thought and they are Independent. #2 and 4 don't complete a thought and they are Dependent. Because it completes a thought, an Independent Clause can stand by itself as a sentence. A dependent Clause must "depend" on an Independent Clause to complete a thought and become a sentence.

This "complete a thought" phrase is hard to define, but it's crucial. An Independent Clause alone can be a sentence because it "completes a thought." A Dependent Clause alone cannot be a sentence because it doesn't. It leaves us hanging, waiting for something else to be said.

Your ear can help you determine the difference. If I said to you, "When Dan dropped the molds in the acid bath," and stopped, you would wait a moment, puzzled, then say, "Well? What happened?" I wouldn't have completed a thought and you would be waiting for me to do so. When I didn't, you had to prompt me to finish.

My statement was a Dependent Clause, cued by the word "When," and you were logically waiting for me to add an Independent Clause which would "complete the thought." If I had added, "he splashed some acid on my new madras work pants," you would have understood that there was a :Complete thought." You might have some questions. You might have wondered how I got splashed since the acid bath is twelve feet below us. You might question the wisdom of madras work pants. You might have speculated as to why Dan, a well-known klutz, was dropping the forms. But you would know what I intended to say; I had "completed my thought."

Your ear, listening for the "complete thought," is a good judge of whether a Clause is Dependent or Independent. See if it works on Exercise 5.

Exercise 5

DIRECTIONS - Write I after the Clauses that are Independent and D after the ones that are Dependent.

1. Until the data programmers get organized.
2. Many of those in the field know programming to be fairly easy, but still taxing work.
3. Many computer service companies are new.
4. While computer work is looked at as a new and glamorous field, and many young people want to go into it, and companies find a number of applicants for every opening.
5. As long as this is the accepted situation.
6. Computer service companies can make big money partly through willingness of mostly young people to do tedious, painstaking, mind-numbing work.
7. Soon a new day will dawn.
8. Since there is increasing recognition of the degree to which these people are being taken advantage of.
9. The companies simply have to respond to their needs and their demands.
10. Because it's right.

Exercise 5 - Teacher's Version

DIRECTIONS - Write I after the Clauses that are Independent and D after the ones that are Dependent.

1. Until the data programmers get organized. D
2. Many of those in the field know programming to be fairly easy, but still taxing work. I
3. Many computer service companies are new. I
4. While computer work is looked at as a new and glamorous field, and many young people want to go into it, and companies find a number of applicants for every opening. D
5. As long as this is the accepted situation. D
6. Computer service companies can make big money partly through willingness of mostly young people to do tedious, painstaking, mind-numbing work. I
7. Soon a new day will dawn. I
8. Since there is increasing recognition of the degree to which these people are being taken advantage of. D
9. The companies simply have to respond to their needs and their demands. I
10. Because it's right. D

Reading the Clauses from Exercise 5 in class as you went over it has probably helped you hear the differences between the two types. Now you may be wondering why it's important to recognize these differences. The reasons are that this knowledge will keep you from writing sentences that do not complete a thought (Fragments) for ones that try to complete too many (Run-ons).

Before we get to that, however, we need another step. At least here we will be talking about types of Sentences, not these funny Clauses. ("The only Clause I care about," said one of my students, "is Santa.")

As we saw, an Independent Clause can stand by itself as a complete sentence. When it does, it's known as a Simple Sentence, because it usually is.

Besides the Simple Sentence, there are two other types. They are the Complex Sentence and the Compound Sentence. Just for a twist, we'll give the definitions of these a little mathematical flavor.

Simple Sentence = 1IC

Complex Sentence = 1IC + 1 DC

Compound Sentence = 1IC + 1IC

IC = Independent Clause
DC = Dependent Clause

Actually, the Complex Sentence can have more than one Independent Clause or more than one Dependent Clause. And the Compound Sentence can have more than two Independent Clauses. The key to the difference between the two is that the Complex Sentence mixes Independent and Dependent Clauses, and the Compound Sentence has only Independent Clauses.

Here are examples of each.

COMPLEX - While Japanese schools may be good at turning out engineers, their students are not as well-rounded as American students.

COMPOUND - Japanese kids may have to bust their tails from nursery school through high school, but once in college, they have it easy.

COMPLEX - American schools are at a real disadvantage because society inflicts on them problems like drug abuse and teenage pregnancy.

COMPOUND - American students still get good technical educations and they can also receive fine moral and physical educations.

Notice that in the Complex sentences, the Dependent Clause can come before or after the Independent Clause. We can say,

Let me know when you want me to take a turn.

or

When you want me to take a turn, let me know.

Now try Exercise 6.

Exercise 6

DIRECTIONS - Identify whether the following sentences are Simple, Compound or Complex by writing one of those words after each sentence.

1. Most of the members of our local have signed a letter to our congressman about the proposed labor relations law.
2. We feel that many of its provisions would be unfair, although the application of new tariffs looks good.
3. We made a number of points to our congressman, but the central one is about our dedication as American workers.
4. We work hard and put up with a lot for our country, and we think it's time the government showed its appreciation.
5. While we're not asking for any handouts, we do feel that we should get a fairer shake than we've been getting.
6. The congressman has shown his sensitivity to labor issues in the past.
7. We think that he will respond positively to us this time.
8. Win or lose on this bill, we feel good to be taking some action and we anticipate being more politically active in the future.
9. We simply ask that people recognize that we are the backbone of our nation's economic life.
10. The country can start to appreciate us or it can slide further into a trade deficit.

Exercise 6 - Teacher's Version

DIRECTIONS - Identify whether the following sentences are Simple, Compound or Complex by writing one of those words after each sentence.

1. Most of the members of our local have signed a letter to our congressman about the proposed labor relations law. Simple
2. We feel that many of its provisions would be unfair, although the application of new tariffs looks good. Complex
3. We made a number of points to our congressman, but the central one is about our dedication as American workers. Compound
4. We work hard and put up with a lot for our country, and we think it's time the government showed its appreciation. Compound
5. While we're not asking for any handouts, we do feel that we should get a fairer shake than we've been getting. Complex
6. The congressman has shown his sensitivity to labor issues in the past. Simple
7. We think that he will respond positively to us this time. Complex
8. Win or lose on this bill, we feel good to be taking some action and we anticipate being more politically active in the future. Compound
9. We simply ask that people recognize that we are the backbone of our nation's economic life. Complex
10. The country can start to appreciate us or it can slide further into a trade deficit. Compound

You will probably want to go over Exercise 6 in Class and discuss your choices. It's not always easy to determine Dependent or Independent Clauses, and therefore, complex or Compound sentences and the "completing a thought" idea takes some practice. Again, when in doubt, rely on your ear.

As practice at listening for the complete or incomplete thought, in class, read aloud the following clauses, taken from Exercise 6, and comment on them. Whether students or teacher reads them, do so slowly and do so twice.

Class Activity

1. We think.
2. But the central one is about our dedication as American workers.
3. Or it can slide further into a trade deficit.
4. Although the application of new tariffs looks good.
5. That he will respond positively to us this time.
6. We feel good to be taking some action.
7. And we think it's time the government showed its appreciation.
8. While we're not asking for any handouts.
9. That we are the backbone of our nation's economic life.
10. The country can recognize us.

A key to recognizing a Clause that "completes a thought" is not that you don't have questions, but that the statement doesn't seem to promise a continuation with more information. With #1, the reader doesn't know what "we think," but as a statement, it's complete. If it read, "We think that," you'd be expecting something more.

So, the ones that are complete, and therefore, Independent are #1,2,3,6,7, and 10. #4,5,8, and 9 are Dependent.

SECTION 6

Conjunctions

You may have noticed in doing Exercise 5 and 6 that certain words seem to cue our expectation for more information to "complete a thought". Words like "while," "until," "because," "since," "although" and "that," when beginning a Clause, do this. Words like "and," "but," and "or" don't.

All of these words are Conjunctions, because they link two Clauses, even if they come at the beginning of a sentence. The word "conjunction" comes from Latin roots for "joining" (a "junction" joins two highways or railroads) and "together" (a congress is actually a "coming together.") So a Conjunction "joins together" two Clauses into a sentence.

What we have, then, are two types of Conjunctions, ones that indicate a Dependent Clause, and hence, a Complex Sentence, and ones that indicate an Independent Clause and Compound Sentence.

Conjunctions that link two Independent Clauses are called "Coordinating," because they "coordinate" this linkage.

Conjunctions that begin a Dependent Clause and link it to an Independent Clause are called "Subordinating." This is because they make the Dependent Clause "subordinate" to the Independent. (You probably know from work that a "subordinate" is lesser in status and/or power.) Unable to stand by itself, a Dependent Clause is lesser in strength to an Independent Clause. In fact, in many grammar books, a Dependant Clause is called a "subordinating" clause.

On the next page are lists of common examples of Coordinating Conjunctions and Subordinate Conjunctions. You should be familiar with the major ones.

COMMON CONJUNCTIONS

Coordinating Conjunctions

AND	NOR
BUT	SO
FOR	YET

Subordinating Conjunctions

AFTER	BECAUSE	SO THAT	WHEN
ALTHOUGH	BEFORE	THAN	WHENEVER
AS	HOW	THAT	WHERE
AS IF	IF	THOUGH	WHEREVER
AS LONG AS	IN ORDER THAT	TILL	WHILE
AS SOON AS	PROVIDED THAT	UNLESS	
AS THOUGH	SINCE		

One thing you've probably noticed is that Conjunctions do more than just link two Clauses. They indicate a relationship between the two ideas presented in the Clauses. We instinctively know this and, in speech, choose ones that indicate the relationship we want. When we write, we may have to think a little more carefully about the choice.

We use "and" to link two Clauses (and thoughts) of about equal importance. On the other hand, we choose "but" if we're going to look at something contrary, something "on the other hand." "Because" or "since" indicate that the idea or fact in the Clause immediately following was caused by the first one, e.g. "Because it rained, we couldn't go on the picnic." Of course, the order of the two Clauses could be changed, i.e. "We couldn't go on the picnic because it rained."

To confirm that you have the idea of the connections among Dependent and Independent Clauses, and Complex and Compound Sentences, do Exercise 7.

Then, if you've got that okay, try Exercise 8.

Exercise 7

DIRECTIONS - Underline the Conjunction and then identify whether the sentence is Compound or Complex.

1. Because American auto workers are relatively well paid, a lot of people blame them for the problems of the auto industry.
2. First of all, our auto workers are well paid, but they also do very good work.
3. It is a myth that Japanese and Korean workers are more productive.
4. Japanese companies with assembly plants in the U.S. praise their American workers, and they say that they are as productive as the native Japanese are.
5. American workers respond with diligent efforts as soon as they are recognized for the skill and dedication they possess.
6. Though it's something of a cliché, it's true that "there is nothing like good old American know-how.
7. We do have the "know-how" and we do turn out a good product.
8. If the American people start to recognize this, and if they begin to realize that "foreign-made" doesn't mean "better-made," they will start buying more American cars.
9. American manufactures will sell more cars, so the price will drop.
10. As a result, the American economy will be stimulated, while inflationary pressure will actually be held down.

Exercise 7 - Teacher's Version

DIRECTIONS - Underline the Conjunction and then identify whether the sentence is Compound or Complex.

1. Because American auto workers are relatively well paid, a lot of people blame them for the problems of the auto industry. Complex
2. First of all, our auto workers are well paid, but they also do very good work. Compound
3. It is a myth that Japanese and Korean workers are more productive. Complex
4. Japanese companies with assembly plants in the U.S. praise their American workers, and they say that they are as productive as the native Japanese are. Compound
5. American workers respond with diligent efforts as soon as they are recognized for the skill and dedication they possess. Complex
6. Though it's something of a cliché, it's true that "there is nothing like good old American know-how." Complex
7. We do have the "know-how" and we do turn out a good product. Compound
8. If the American people start to recognize this, and if they begin to realize that "foreign-made" doesn't mean "better-made," they will start buying more American cars. Complex
9. American manufactures will sell more cars, so the price will drop. Compound
10. As a result, the American economy will be stimulated, while inflationary pressure will actually be held down. Complex

Exercise 8

DIRECTIONS - If the Clause is Independent, add a Coordinating Conjunction and another Independent Clause. If it is Dependent, add an Independent Clause.

1. Kodak has always been seen as a great American success story.

_____.

2. While Japanese film-makers have had some notable successes in recent years. _____

_____.

3. Most film-buyers identify with "the big yellow box." _____

_____.

4. Whenever it's seemed as if Kodak has slipped a little. _____

_____.

5. Kodak is still the standard used to measure other films. _____

_____.

6. Professional photographers know Kodak's consistent level of quality. _____

_____.

7. While some have accused the Rochester Giant of getting lazy.

_____.

8. Wherever you go around the world. _____
_____.
9. It's good to see such an all-American success as Kodak. _____

_____.
10. Even though Japanese film-makers have done some excellent things.

_____.

Exercise 8 - Teacher's Version

DIRECTIONS - If the Clause is Independent, add a Coordinating Conjunction and another Independent Clause. If it is Dependent, add an Independent Clause.

1. Kodak has always been seen as a great American success story,
and the company has every right to be proud.
2. While Japanese film-makers have had some notable successes in
recent years, they are still far behind Kodak.
3. Most film-buyers identify with "the big yellow box", and they
make it their first choice.
4. Whenever it's seemed as if Kodak has slipped a little, they've
surprised their critics with a new advance.
5. Kodak is still the standard used to measure other films, and it
will be for a long time.
6. Professional photographers know Kodak's consistent level of
quality, so they almost always use it.
7. While some have accused the Rochester Giant of getting lazy,
Kodak has actually shown no signs of letting up.

8. Wherever you go around the world, you will find stores selling Kodak film.
9. It's good to see such an all-American success as Kodak, but we should also recognize how much work has gone into that success.
10. Even though Japanese film-makers have done some excellent things, it will be a long time before they catch up.

SECTION 7

Punctuation

Before we actually work on sentences, we need to do a little work on Punctuation. This is one of the areas of the mechanics of English that can be troublesome simply because it's a bit tedious to learn and sometimes seems arbitrary and not very logical. There are some rules to learn. You will see that these rules are not the product of minds warped by too many years with grammar books, but are designed to give the reader the same signals that intonation, inflection, and pausing do in spoken English.

As an example, consider the question. We indicate that a statement we say is a question by raising our voices at the end of it. We indicate the same thing in writing with a question mark. *Pauses that naturally occur in speaking are often, but not always, indicated by a Comma in writing.

Most novice writers don't have too many problems with Periods and Question Marks. The problems occur more frequently with Commas, Semi-Colons and Colons. Let's look at each of these carefully.

Commas

As mentioned, Commas take the place of natural pauses in speech. In fact, some people advise simply that you put a Comma wherever you would pause. This makes a good guideline but not a rule. If in doubt, read what you've written aloud and see if you would pause where you are considering putting the Comma.

In addition to this guideline, however, you can remember some basic rules for comma placement.

*Punctuation that reflects speech is also seen with the comma.

One of the familiar rules is that commas are used in a series of three or more things. For example, we would write, "The 49ers, Bears, Giants and Redskins have dominated the recent Super Bowls." The comma after the next-to-last thing and before the "and" is optional. Either way is acceptable.*

Commas are also used before direct quotations (actual words put in quotes). Example: Tom said, "I've never had an asparagus pizza before." Example: "Next time, I'm going to try an artichoke pizza," Tom said. When the quotation is broken into two or more parts, commas are also used. Example: "That kohlrabi pizza is delicious," said Tom, "and I'm going to have another."

If the quotation ends with an exclamation point or question mark, however, no comma is necessary. Example: "Would you like some of my Swiss chard pizza?" Tom asked. Jennifer helped herself to a piece. "Why, it's delicious!" she said.

When we get into writing paragraphs, we'll be looking closely at Transitional Expressions, words or phrases that connect one sentence to another and serve as signals. Examples of these are "however," "furthermore," "on the other hand," "finally," "for instance," and "indeed." For our purposes now, we need only note that Transitional Expressions are followed by commas. For example, I just had to use one. Moreover, there are many of these Expressions which I haven't mentioned. In fact, it often seems that you can begin every sentence with one. However, this can get a little tedious. Actually, it's better not to use one with every sentence. In truth, it would be impossible. That's enough.

Getting back to Clauses, a Comma should be used in a Complex Sentence when it begins with the Dependent Clause. Example: "While many fish can be caught in the Great Lakes, the undisputed king of trophy fish is the aptly named King, or Chinook salmon." Example: "When a fisherman lands a thirty pound Chinook, he or she knows that the fish is a real prize."

If the Dependent Clause follows the Independent, the Comma is optional, depending on the length of the Clauses. For instance, it wouldn't be necessary with, "An audit is indicated when deductions are too high." You'd probably want one, however, with, "When the computer indicates an exorbitant number of very high deductions, it kicks out the return for an audit."

The principle of the length of Clauses applies also with a Compound Sentence. If the first of the Independent Clauses is fairly long, long enough that you would take a breath if you were reading it aloud, then you should use a Comma. Example: "There have been a lot of great technological advances in recent years, but for the inhabitant of cold climates, the snowmobile is certainly one of the best."

Finally, any phrase of two or more words which is used to describe a Noun, Pronoun, or Verb (this being used as an Adjective or Adverb), should be set off by Commas. For example, Commas are used in, "The snowmobile, one of the great advances in technology, has been a great benefit to those who live in snowbelt regions." Example: "The snowmobile zips over the snow, flashing and darting."

If in doubt as to whether to set off the phrase by Commas, again use your mouth and ear. Read the sentence naturally, and if you pause, include Commas.

Semi-Colons

The use of a Semi-Colon is quite limited; in fact, there is only one use. As in the previous sentence,

A Semi-Colon is used in place of a Coordinating Conjunction in linking two Independent Clauses.

Now then, commit this definition to heart, engrave it on your mind, carve it in the palm of your hand, if necessary.

At the same time, commit, engrave, or carve the following associated idea:

A Comma can NEVER, EVER, EVER take the place of a Semi-Colon.

This means that a Comma CANNOT link two Independent Clauses.

Why all this hyper-dramatic capitalization nonsense? It's because novice writers try to do this all the time, and in so doing, write Run-on Sentences, a total and absolute No-No.

Use the Semi-Colon only as it's used in the following example:

To everyone's amazement, Maintenance beat Engineering, 72-69; it was their first win of the year.

or

The Engineering team was stunned; they stumbled off the court like zombies.

In each case, the two Clauses could have been separate sentences, or they could have been linked with "and" or "for."

This is an important fact, for a Semi-Colon is never absolutely necessary. You can always use a Conjunction or make the Clauses separate sentences. As a result, if you're in doubt about whether you can use a Semi-Colon, don't. Use one of the alternatives just mentioned.

When should you use one? Or when is one effective? That's hard to say, but generally, a Semi-Colon adds a bit more drama or impact to your sentence. It takes the place of what, in spoken English, is a heavy, or "pregnant" pause. For example, "He carefully folded his 1040EZ form into a streamlined airplane and sailed it out on the lake; he would never again file a tax return."

The Colon is another mark of Punctuation that is frequently misunderstood and misused. In formal academic writing, which is what we are discussing, its use is quite limited. Use a Colon when you are going to list a series of four or more items. Often then you will be setting off the list on the page to make it more noticeable and significant. That method would look like this:

There are five major species of salmon and trout in the Great Lakes:

Chinook salmon
Coho salmon

Rainbow trout (a.k.a "Steelhead")
Brown trout
Lake trout

If you are listing a series of only three items, include it in the body of your text. In other words, it would look like this, "In addition to these fish, avid anglers like to catch bass, walleye, and panfish."

Sharp-eyed readers will have already noted that when I introduced these two examples, I used a Colon for the first one and Comma for the second. This points out the second use for a Colon, namely when you are

going to present a long quote or supplementary information and set this off from the body of the text. "How do you define 'long quote'?" you ask. The general rule of thumb is that if the quote will be more than three typewritten lines, it should be set off. Introduce it with a Colon, type or write it with double the normal indentation, single space it, and don't use quotation marks. It should look like this:

Western style participative decision making is by now a fairly standardized process. Typically, a small group of not more than eight or ten people will gather around a table, discuss the problem and suggest alternative solutions.

William Ouchi, Theory Z

You will see Colons used in other ways, and some books on language usage recommend a few of these. If you stick to the two uses I've just demonstrated, there will be no risk of overusing Colons, or using them inappropriately.

Hyphens and Parentheses

Another Punctuation mark that is often used inappropriately is the Hyphen, or Dash. Some students - ones in a hurry - often do this. They think it saves time - looks cool too. Saves having to worry about that other stuff - Commas and Semi-Colons. They're wrong. In formal academic writing, it's only use in a sentence is breaking a word into syllables at the end of the line. For example, I just showed you.

Hyphens are used in a number of types of words, like those beginning with "all," "ex" and "self," e.g. all-American, ex-jock.

They're also used with prefixes like "well," "pre," "post" and "anti," e.g. "well-trained," "pre-Civil War," "anti-inflationary."

As for Parentheses, avoid them except for certain technical situations, which we'll get into with the Module on Research. Basically, they are used to provide some subordinate or supplementary information (like this example). However, they tend to interrupt the reader's train of thought (imagine if I started doing it a lot), making it harder to follow your line of reasoning (because you're always having to reorient yourself after the Parenthesis), and they're never absolutely necessary (because you can use a Comma, Semi-Colon or separate sentences).

Here again, you will see them used by a number of "good" writers but that does not make them acceptable. If you avoid them in your formal writing, you will not risk confusing a professor or job superior who does not like their use.

Exclamation Point

Some novice writers just love Exclamation Points! They use them all the time! Sometimes more than one!! You can almost hear their rising voice! Like now! Like, wow!! They get old fast. Leave Exclamation Points for letter or creative writing, or give them all to your kids. They're a bit more acceptable coming from someone under fifteen or sixteen.

Other Punctuation Marks

We will get into the use of Quotation Marks, " ", and the ellipsis. . . later in Research.

Now try Exercise 9.

Exercise 9

DIRECTIONS - Using Commas and Semi-Colons, punctuate the following passage.

The need for communication is basic to human nature it can be seen at the earliest stage of life. When a baby is crying in his or her crib this is an attempt to communicate. When the parent responds the baby knows that the attempt to communicate has been successful.

Crying isn't the only way a baby communicates smiling gurgling and cooing are also attempts to communicate. Researchers have found that the typical baby sounds which sound just like random noises are actually attempts to mimic words which the baby hears.

One implication of this is that it is a good idea for parents to talk to the baby and they should use real words not the baby talk some people are so fond of. In addition they should reinforce the baby's communication attempts be acknowledging them as such not just "cute" behaviors.

Dr. Horace Reed a noted expert on communication in children points out "Our studies show that children whose parents have talked to them consistently and reinforced their attempts to communicate have an easier time learning to read."

Think about this then the next time your child makes noises such as we've mentioned you'll know that you should respond verbally. In fact the two of you can have a nice little conversation. You'll know that cuddling stroking and talking aren't just fun they actually help the child grow.

Exercise 9

DIRECTIONS - Using Commas and Semi-Colons, punctuate the following passage.

The need for communication is basic to human nature; it can be seen at the earliest stage of life. When a baby is crying in his or her crib, this is an attempt to communicate. When the parent responds, the baby knows that the attempt to communicate has been successful.

Crying isn't the only way a baby communicates; smiling, gurgling, and cooing are also attempts to communicate. Researchers have found that the typical baby sounds, which sound just like random noises, are actually attempts to mimic words which the baby hears.

One implication of this is that it is a good idea for parents to talk to the baby, and they should use real words, not the baby talk some people are so fond of. In addition, they should reinforce the baby's communication attempts by acknowledging them as such, not just "cute" behaviors.

Dr. Horace Reed, a noted expert on communication in children, points out, "Our studies show that children whose parents have talked to them consistently and reinforced their attempts to communicate have an easier time learning to read."

Think about this, then, the next time your child makes noises such as we've mentioned; you'll know that you should respond verbally. In fact, the two of you can have a nice little conversation. You'll know that cuddling, stroking, and talking aren't just fun; they actually help the child grow.

MASTERY ACTIVITY

To the Teacher-

Though it can be broken down into a number of steps, the art of writing is really a two-stage process. You put the words down on paper, and then you revise them.

The Mastery Activity takes care of the first stage by giving students a written passage. They then demonstrate their understanding of and skill with the concepts we've gone over in this Module. This is because written passage is full of errors and inappropriate constructions and must be heavily revised.

Students should spend a good deal of time making the revisions. Their aim should be to clarify and strengthen the writing, not change what it's about.

There are different ways to approach this Activity. As you know from the Introduction to this Curriculum, I am opposed to making this a graded test. Focusing on each little error and how it should be corrected gets away from the improvement of the whole. Moreover, when you get into different types of corrections, you start dealing with differences in style. As long as something is clear and grammatically correct, it is difficult to grade it for style.

You could have students do this alone, preferably in class where they could ask you questions. Then they could get together in groups of two or three to compare results.

They could also work initially in such groups, trying out different ways of improving the passage. Each group could come up with a consensus version and compare it with that of another group.

With either or these approaches, you could make an overhead of the original and correct it as a class, with different individuals or groups suggesting changes.

Finally, whether individuals or groups have prepared corrected versions, you could make copies or overheads of a few of these so that the class can compare them.

The point is to try to make the Mastery Activity a learning experience in itself, not just a chance for students to show their skill.

MASTERY ACTIVITY

Written Passage

DIRECTIONS - The following passage is very poorly written. It has numerous mistakes, inconsistencies, and awkward or unclear constructions. Some are obvious; some are not.

Do whatever you have to do to clean and clear it up. However, don't change what you understand the meaning to be.

Among the mistakes in this passage, you will find the following:

Subject-Verb Disagreement
Noun-Pronoun Disagreement
Isolated Dependent Clauses
Inappropriate Conjunctions
Improper Punctuation
Inappropriate Prepositions

Missing Commas
Misused Semi-Colons
Adjectives used as Nouns
Adjectives or Nouns used as Verbs
Adverbs used as Adjectives
Improper Articles

Millions of the American populations has looked after the college education as a great goal. Because they are seen as the key to a happily and successful life. Since the great wave of immigrants to the 19th Century a college diploma has been like a Holy Grail a shining object in which to keep their eye on.

All of these immigrants worked his or her hands to the bone but they also made great sacrifices. As long as they saw their son or daughter go to college; any sacrifice would be worthily.

Our great system of state community colleges four year colleges and large universities were established to meet the need. Which our government saw as important. They have seen the opportune to provision the people with the education it needs.

Finally, this sacred is being threatened. "Who are threatening it" you ask. The people who have allowed college to get too expensive; out of the reach for the common man. Because there is loans for college it is still to expensive for most of us. They know that unless they finish college, they will be very debted.

It is time when government should address this problem. So far they are ignoring them. But they should stop being the fool around.

College educations are what makes America great and powerful but we a toy of our future when they forget this. We need a educated populace to advance the technological and meets the needs for the 21st Century.

It is a sacrifice we can afford, it is one we must afford. As a result of investing in the people of the present we will help the people for the future. For some strange reason; politicians don't recognition this but they don't cast his or her votes to help out the colleges now.

Even when you don't have plans for college you should be concerned. They should vote on politicians which will in turn vote for money for colleges.

For instance, look at me. I are not a college graduate and I still supportive helping them under. Maybe it's a sacrifice while my taxes will has to go up but others sacrificed for me I can sacrifice for you. We give to each other in that country, we help each other out.

"I'm ready I'm convinced" you say "What should I do." While I said above vote for the right people. On the contrary you can get beneath a local college and support them in whatever else they do. Goes to basketball game, goes to a conveniently conference, lets them knowing you're within them.

I do this you can too. For I gets my grammar straightened I may fully go to college as well. They can't wait.

MASTERY ACTIVITY

Written Passage - Teacher's Version

NB - This Version corrects the mistakes, but you need not look at it as written in stone. In many instances, there is more than one acceptable way to correct a mistake. Use your best judgment as to what is both grammatical and in keeping with the thought(?) of the passage.

Millions of the Americans have looked after the college education as a great goal because they have seen it as the key to a happy and successful life. Since the great wave of immigrants in the 19th Century, a college diploma has been like a Holy Grail, a shining object on which to keep one's eye.

All of these immigrants worked their hands to the bone and they also made great sacrifices. As long as they saw their sons and daughters go to college, any sacrifice would be worthwhile.

Our great system of state community colleges, four year colleges, and large universities was established to meet the need which our government saw as important. It saw the opportunity to provide the people with the education they needed.

Now, this sacred opportunity is being threatened. "Who is threatening it?" you ask. The people who have allowed college to get too expensive, out of the reach of the common man. Although there are loans for college, it is still too expensive for most of us. We know that if we finish college, we will be very much in debt.

It is time for government to address this problem. So far, it has ignored it, but it should stop fooling around.

College educations are what make America great and powerful, but we are toying with our future when we forget this. We need an educated population to advance technology and meet the needs of the 21st Century.

It is a sacrifice we can afford; it is one we must afford. As a result of investing in the people of the present, we will help the people of the future. For some strange reason, politicians don't recognize this and they don't cast their votes to help out colleges now.

Even if you don't have plans for college, you should be concerned. You should vote for politicians who will, in turn, vote for money for colleges.

For instance, look at me. I am not a college graduate and I still support helping them out. Maybe it's a sacrifice, because my taxes will have to go up, but others sacrificed for me; I can sacrifice for you. We give to each other in this country; we help each other out.

"I'm ready; I'm convinced," you say. "What should I do?" As I said above vote for the right people. In addition, you can get behind a local college and support them in what they do. Go to a basketball game. Go to a convenient conference. Let's them know you're with them.

I do this and you can too. If I get my grammar straight, I may actually go to college as well. I can't wait.

IDEAS FOR EXPANSION

In Section 1, Parts of Speech, I toyed with the idea of including this activity, but rejected it as perhaps taking up too much space and time. If your students have some difficulty with this Section, you might want to try it.

Get a copy of Lewis Carroll's famous poem, "The Jabberwock." ('Twas brillig, and the slithy tove/Did gyre and gimble in the wabe,'etc.) Have students try to identify the parts of speech of all the nonsense words. They should be able to get most of them. It's a good lesson on how we can use standard English syntax to determine parts of speech.

Beyond this, there are a number of areas in which you might need more material, and there is plenty of material out there. As a standard grammar reference, there is that ubiquitous McGuffey's Reader of the 20th Century, Warriner's English Grammar and Composition, by John E. Warriner and Shiela Laws Graham, New York: Harcourt Brace Jovanovich, 1953, and many times subsequently. It comes in six or seven editions, increasing in difficulty. It has anything you might be interested in, and because it is so widely used, its principles and precepts are well-accepted.

Warriner's is aimed at high school, but that shouldn't stop you from using it. Four texts which aim at high school or college are as follows:

Crews, Frederick and Van Sant, Ann Jessie. The Random House Handbook. New York: Random House, 1984.

Emphasizes composition but has good "review" of grammar. Many examples, not as many exercises.

Fowler, H. Ramsey. The Little, Brown Handbook. Boston: Little, Brown and Co., 1983.

Covers grammar more extensively, and does so in the context of writing the good sentence, as this Module does. Lots of examples, lots of exercises. Includes sections on broader aspects of composition.

Jacobus, Lee A. The Sentence Book. New York: Harcourt Brace Jovanovich, 1980.

Shorter and simpler book. As the title says, looks at grammar in the sentence writing context. Brief but basic examples, fewer and longer exercises. Not much on broader aspects of composition.

Leggett, Glenn; Mead, C. David and Kramer, Melinda G. Pretice-Hall Handbook for Writers. Englewood Cliffs, NJ, 1985.

Much stronger and longer essays, research, but has concise review of grammar. Probably better for you than the students.

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MODULE III

**WRITING:
EFFECTIVE SENTENCES**

Prerequisites

Students should have a firm grasp and understanding of material in Module II. That is, they should know Parts of Speech, principles of Subject-Verb Agreement and Noun-Pronoun Agreement, types of Clauses, use of Conjunctions, types of Sentences, and basic rules of Punctuation.

Time for this Module

About two to three weeks ought to be enough.

Objectives

When they finish this Module, students will be able to:

1. Understand what a Sentence Fragment is, recognize Fragments in given passages, and correct them.
2. Understand what a Run-on-Sentence is, recognize Run-ons in given passages, and correct them.
3. Understand the concepts of Coordinating and Subordination and write sentences demonstrating them.
4. Understand the concept of Parallelism and write sentences demonstrating it.
5. Understand the difference between Active and Passive Voices and where each may be important.
6. Take Wordy sentences and make them Concise.
7. Demonstrate how to produce Sentence Variety by varying lengths, varying beginnings, and inverting word order.

As mentioned under Prerequisites, your students should understand basic grammar and punctuation. If you have not done Module II with them, it would be a good idea to test them in some way. You could use some of the Exercises and the Mastery Activity from that Module, exercises from one of the grammar books mentioned in Ideas for Expansion, or a standardized test. If there are areas where a significant number of students are on unsteady feet, you should review these.

As with other Modules, the areas covered are those that seem both necessary to writing Effective Sentences and most troublesome to novice writers. There are a great many things that go into Effective Sentences and many ways in which students can go wrong. However, we don't have the space and time to go into all of them, so you won't find discussion of such things as dangling modifiers, split infinitives, appositives, and so on. If these are things which you feel are essential to cover, by all means do so. Most of the texts mentioned clearly explain and demonstrate such concepts.

If you do expand, keep in mind one other reason why this Module doesn't cover everything. That is the fact that too much technical knowledge is hard for students to absorb and apply. Good writers are aware of all the factors in writing Effective Sentences, but their knowledge is usually not conscious. They don't say, "Hmm, I probably need some Sentence Variety so I think I'll begin this sentence with a participial phrase."

The ultimate aim is to have students use the language grammatically and effectively, and without laboring under ninety-seven varieties of conscious rules. Too many conscious rules can be a burden and actually

reduce fluency. It's important to be aware of this and to try to sense when students are reaching overload. At that point, it's better to back off on some of the smaller points and concentrate on really important ones, like Fragments and Run-ons.

While this Module is self-contained and can be gone through just as it's written, you might want to combine some of it with work on Paragraphs. Particularly when you get into Sentence Variety, this material could dovetail quite well with considerations of Paragraph Coherence, for instance.

In this, as with all the material in this Curriculum, your judgment and ability to adapt are encouraged. This is a starting place; where you end is up to your goals and the abilities of your students.

The "voice" in this Module is addressed to the student. Your role is implied or suggested, so it is up to you to decide just what it will be.

SECTION 1

Introduction

If you've seen the Objectives for this Module, you know what you're going to learn. All of the things mentioned in the Objectives are important parts of writing Effective Sentences. Sentences are the building blocks of writing. From them we construct Paragraphs, Essays, Stories, Articles, Books, etc. If the building block itself is ineffective, then nothing that is made from it can be effective either.

I am using the term "Effective" because it encompasses two major aspects of sentences that really communicate. The first of these is Grammar. As you know from Module II, correct Grammar is necessary to clear communication. The second aspect is Style. You want your writing to be smooth, direct and persuasive, and there are certain important factors in producing such a Style.

SECTION 2

Sentence Fragments and Run-on Sentences

By far the most common mistake made by inexperienced writers is writing Sentences that are incomplete, "Sentence Fragments," and ones that "Run-on" with incorrect or absent punctuation. The problem in each case lies with writing the way we speak. We may often speak in Fragments and Run-ons, but we can't write that way. It must be emphasized again that written and spoken English are two different languages, and you need to learn rules and practices for written English now just as you learned them for spoken English as a child.

We are going to discuss things like Clauses, Conjunctions, Compound and Complex Sentences, and so on, because they form the terminology we need to use in distinguishing Grammatical Sentences from Un-Grammatical ones. The ultimate goal is to internalize these concepts and rules so that we instinctively write Grammatical Sentences. As a child, you internalized such rules, taught to you by parents and teachers, so that today, you don't have to consciously think, when speaking, about making the Subject and Verb agree, or consciously decide which Conjunction is appropriate. With enough practice, you will develop the same unconscious Fluency in writing.

Let's look at these two sentence structure problems one at a time.

Sentence Fragments

In Module II, we discussed the idea that a sentence "completes a thought." This hard-to-define but easier-to-recognize idea is crucial to understanding what Sentence Fragments are and avoiding them. A Sentence Fragment, which we'll just term "Fragment" from here on, is a group of

words which does not "complete a thought." It may lack a Subject or Verb, but more often, it has these but still fails to meet our standard. For example, the following sentence has a Subject and Verb, but does not complete a thought.

Even though Jack is handicapped by the loss of a thumb.

The thought is not completed because we're waiting to know what else is going to be said about Jack, such as, "he is still our most skilled engraver."

Most of you probably recognize that the problem lies in the fact that the original is a Dependent Clause which cannot stand alone. The Subordinating Conjunction "Even though" is what makes it Dependent and requires an Independent Clause to complete the thought.

The cost common type of Fragment is just that, a Dependent Clause left to stand by itself, all alone, out in the cold, sadly incomplete. Now why do students commit this cruel and heartless act? The main problem again lies in trying to duplicate speech rhythms. Like this. Okay, an example. I can speak in Fragments. Even though they're ungrammatical. And you can understand. Because you know I'm thinking as I go along. So the statements are like these. The ones I've just made. They're Fragments. Well, most of them.

If I had spoken the previous lines to you, you wouldn't think anything negative about them. However, in reading them, I think you can sense what a choppy and abrupt rhythm they have. Carried on further, my meaning might start to become distorted and unclear.

Another reason that people leave Dependent Clauses alone in the cold is the fear of writing a Run-on Sentence. They may have written a fairly long sentence, such as the one you're reading now, and they figure that it's approaching maximum length so they end it and begin a new sentence. Because they're afraid it will be a Run-on.

The last Clause, beginning with "Because," is Dependent and belongs with the previous sentence, even though it makes it even longer. The important key is that Fragments and Run-ons are not determined by length but by the words in them. You can have a Fragment that goes on for a page. You can also have a Run-on of just four words, e.g. "He tripped he fell."

As we talked about in Module II, the trick is to recognize the Subordinating Conjunction and to make sure that the Clause that follows it is linked to an Independent Clause. You might want to go back and review the section on Clauses at this point.

Another way that people create Fragments is by leaving a phrase, either Prepositional or one serving as an Adjective, alone as a Sentence. Again, this can be because it follows a fairly long Sentence and they are, perhaps afraid of the dreaded Run-on. Here is an example.

The new man caused everyone a lot of aggravation with one big bonehead move. Putting ten gallons of emulsifier in the solution instead of ten quarts.

Here's another.

There was much confusion because no one could find the manual on what to do with the solution until Gladys suddenly remembered where it was. In the bottom drawer of the supervisor's desk.

Both of these types of Fragments can also be caused by a lack of careful thinking before writing. If you read the examples aloud, the Fragments will sound like afterthoughts, something added because the thought occurred at the end of the previous thought (sentence). Again, this is something that is perfectly acceptable in spoken English where our words come quite rapidly, often in conjunction with our thoughts.

In written English, the words are set down more deliberately and this allows for more careful and systematic thought. In addition, as we've seen, such thought is essential since the written words are the only means for communication; you don't have gestures, tone of voice, etc. With careful thought, "afterthought" types of Fragments should not occur.

Run-on Sentences

Run-ons occur when two Clauses are linked without benefit of a Conjunction or Semi-Colon. Sometimes they are stuck together with nothing in between, like this:

The programming consultant said that he couldn't help us with our old equipment we would have to get some new computers.

Obviously, something has to happen between "equipment" and "we."

Other times, people think it's all right to link the Clauses with a Comma, and you get something like this:

Our boss said that new computers will be too expensive, we'll have to muddle along with the old ones.

This is sometimes called a "Comma Splice," since it uses a Comma to "splice" the two ends of the Clauses. We'll just consider it another form of Run-on.

In the last example, what should be used instead of a Comma is a Semi-Colon. It may seem arbitrary and perhaps it is, but you simply can't use a Comma in place of a Conjunction; only a Semi-Colon will do.

This was also discussed in Module II, and an important point is that it is never absolutely necessary to use the Semi-Colon. It is just one of three ways to avoid a Run-on. You can use it, or a Conjunction, or make separate Sentences of the two Clauses. For example, here is a Run-on.

Marketing demands too many changes we're always having to adjust.
This could be corrected in three different ways:

Marketing demands too many changes. We're always having to adjust.

Marketing demands too many changes; we're always having to adjust.

Marketing demands too many changes and we're always having to adjust.

In correcting with a Conjunction, there are others we could have used.
We could say:

Because Marketing demands too many changes, we're always having to adjust.

Here we've used the Subordinating Conjunction, "Because," making the first Clause Dependent. This is why the Comma is now correct; Commas are used when a sentence begins with a Dependent Clause.

As practice, try correcting each of the following Run-ons in the three ways.

I have a friend in Personnel you can get a job easily.

I don't want favoritism I want to get a job honestly.

It's understandable if you find some of this not only arbitrary, but a bit confusing as well. Here again, a key is recognizing the difference between a Dependent and Independent Clause. Then it might be worthwhile to memorize two rules.

RULE 1 - When linking two Independent Clauses, use a Semi-Colon instead of a Conjunction.

RULE 2 - When linking a Dependent and an Independent Clause, use a Comma. (Because there already is a Conjunction.)

Okay. Now, ahem, as always, there is, ah, one little Exception to Rule 1. (Federal law prohibits the establishment of any Rule in English without at least one Exception.) This Exception is that if you have a series of three or more Independent Clauses, you can use Commas instead of Semi-Colons. An example of the Exception looks like this:

Right there on the floor, he asked her to marry him, she agreed, we all cheered, Bonnie and Marlene started to plan the wedding, but the happy couple ran off and eloped.

You might now want to review all of this about Fragments and Run-ons, then try Exercise 1.

Exercise 1

DIRECTIONS - The following passage has a number of Sentence Fragments and Run-on Sentences which you must correct.

When you find a Fragment, add an Independent Clause of your own or link it to an existing Independent Clause.

When you find a Run-on, correct it. Use each of the methods of correction we discussed at least once.

The flight of companies and jobs from New York to the south and southwest occurring over recent years. The state has responded in a variety of ways to this problem, it is important for people to understand this. These creative ways, much of the problem has been alleviated. Although it will still require vigilant efforts to keep it in check.

One thing that the state has done is recruit new companies from out-of-state. To relocate here and take advantage of all New York has to offer. This recruitment has been surprisingly successful, a number of firms have set up shop in recent years, not many of them very large, however.

In this recruitment, the state points out a number of advantages it has. Like a better trained and more highly skilled work force than most other states. Taxes and wages may be higher, you still get a worker who is ready, willing and able to do more than his counterpart in Texas or Arizona. New York also has a large number of major colleges and universities. To provide research and development expertise. Private research and consulting firms are also prevalent.

To make it easier for new, as well as existing companies. New York has offered various tax breaks new and creative ideas are being proposed. For instance, if you locate in an area where unemployment is high.

Exercise 1

Teachers Version

This is one version of the corrected passage. There could be others, since there are various ways to correct the mistakes.

A flight of companies and jobs from New York to the south and southwest has occurred over recent years. The state has responded in a variety of ways to this problem and it is important for people to understand this. Through these creative ways, much of the problem has been alleviated, though it will still require vigilant efforts to keep it in check.

One thing that the state has done is recruit new companies from out-of-state to relocate here and take advantage of all New York has to offer. This recruitment has been surprisingly successful. A number of firms have set up shop in recent years; not many of them very large, however.

In this recruitment, the state points out a number of advantages it has, like a better trained and more highly skilled work force than most other states. Taxes and wages may be higher, but you still get a worker who is ready, willing and able to do more than his counterpart in Texas or Arizona. New York also has a large number of major colleges and universities to provide research and development expertise. Private research and consulting firms are also prevalent.

To make it easier for new, as well as existing companies, New York has offered various tax breaks new and creative ideas are being proposed. For instance, you can get a tax break if you locate in an area where unemployment is high.

Another idea is very imaginative although it has not yet been made into law which would allow businesses to tie tax payments into seasonal fluctuations in earnings. You could pay more during times when earnings were up you would then pay less when earnings were slack.

With all that New York has going for it. Businesses that are now here should stay. And businesses elsewhere should consider relocating here. A cooperative state government, plus all the advantages in the private sector, making it an ideal place to do business we only need to recognize that and help others to recognize it as well.

Another idea is very imaginative. Although it has not yet been made into law, it would allow businesses to tie tax payments into seasonal fluctuations in earnings. You could pay more during times when earnings were up; you would then pay less when earnings were slack.

With all that New York has going for it, businesses that are now here should stay, and businesses elsewhere should consider relocating here. A cooperative state government, plus all the advantages in the private sector, make it an ideal place to do business. We only need to recognize that and help others to recognize it as well.

SECTION 3

Subordination and Coordination

We have already touched on the Concepts of Subordination and Coordination in the discussion of Conjunctions. The type of Conjunction used determines whether you are linking two Clauses in Coordination, or Subordinating one to the other.

You probably recognize that these Concepts are also connected to those of the Complex and Compound Sentences. Complex Sentences subordinate, and Compound Sentences coordinate.

The reason why understanding these Concepts is important lies in the development of your writing. When you first learned to write, you probably wrote in Simple Sentences. They looked like this. They didn't contain a lot of words. They were about the same length. The sentences had a choppy rhythm. They didn't express very complicated thinking.

Now, as what you're writing becomes more sophisticated, you progress to greater use of Complex Sentences, like this one. You also start to use Compound Sentences, like this one, and your style becomes more smooth and flowing.

Using Subordination and Coordination is important for a greater reason than that of style. As we said earlier, Conjunctions don't just link the Clauses; they indicate a relationship between the thoughts. Whether you subordinate one thought to another, or coordinate two of equal importance often requires careful consideration. Try out this consideration with Exercise 2.

Exercise 2

DIRECTIONS - All of the sentences below are Run-ons. Correct them by making them either Complex or Compound with an Appropriate Conjunction. You'll have to decide from the meaning of the two clauses which Conjunction would work best.

Remember that Subordinating Conjunctions may come at the beginning of the sentence.

1. The history of widget making in New York is a fascinating one it is very instructive.
2. Everyone knows that Josiah Witherspoon made the first widget in his home in 1854 not every one knows that he never made another.
3. It took so long to make he decided it wasn't worth the effort.
4. Widget making was an individual and occasional thing in 1897 Samuel Wasserman opened the first widget factory, Wasserman's Widgets.
5. Developments in technology made it possible to produce widgets at much lower cost widgets were within the price range of most consumers.
6. Many other widget companies sprang up Wasserman's remained the biggest.
7. Wasserman was a pioneer in making widgets he was a pioneer in employee relations.
8. He was the first to go to a fifty hour week he solicited workers' suggestions he set up a grievance panel to hear workers' complaints.
9. He died in 1926 his heirs took over they renamed the company "World-Wide Widgets," in keeping with their growth in international sales.
10. There may be larger companies than World-Wide today there are none that produce better widgets or have as good employee relations.

Exercise 2

Teachers Version

As with the first Exercise, there is more than one way to correct each of these sentences.

1. The history of widget making in New York is a fascinating one and it is very instructive.
2. Everyone knows that Josiah Witherspoon made the first widget in his home in 1854, but not every one knows that he never made another.
3. It took so long to make that he decided it wasn't worth the effort.
4. Widget making was an individual and occasional thing until, in 1897, Samuel Wasserman opened the first widget factory, Wasserman's Widgets.
5. When Developments in technology made it possible to produce widgets at much lower cost, widgets were within the price range of most consumers.
6. Many other widget companies sprang up, but Wasserman's remained the biggest.
7. Not only was Wasserman a pioneer in making widgets he was a pioneer in employee relations.
8. He was the first to go to a fifty hour week, he solicited workers' suggestions, and he set up a grievance panel to hear workers' complaints.
9. After he died in 1926, his heirs took over they renamed the company "World-Wide Widgets," in keeping with their growth in international sales.
10. Although there may be larger companies than World-Wide today, there are none that produce better widgets or have as good employee relations.

SECTION 4

Parallelism

The concept of Parallelism is a relatively simple one. Becoming aware of it is a way to improve your style. To illustrate it, see if you can tell what's not quite right in the following sentence.

In addition to his skill at magic tricks, Noel likes to race model cars, visit Toronto, and partying.

If you're not sure what should be changed, read the sentence slowly aloud to see if your ear can pick it up.

Got it? What's not quite right is the last word, "partying." It's not the same form as the other two things in the series; it's not "parallel" in form. They are in a form with "to," that is, "to race" and "to visit." This is called the "Infinitive" form of a Verb. "Partying" is obviously an "ing" form, in this case, called a "Gerund." For our purposes, we need only remember that everything should be either the "to" form or the "ing" form. Thus the sentence should be:

In addition to his skill at magic tricks, Noel likes to race model cars, to visit Toronto, and to party.

or

In addition to his skill at magic tricks, Noel likes racing model cars, visiting Toronto, and partying.

When you have a series in the "to" form, it's permissible to drop the "to" with the second and third item. So the first improved version could read:

In addition to his skill at magic tricks, Noel likes to race model cars, visit Toronto, and party.

Parallelism is also important when you have a "not only . . .but" phrase or an "either. . .or" phrase. For instance,

He not only likes fishing but to hunting as well.
should be,

He not only likes fishing, but to hunt as well.

or

He not only likes to fish but to hunt as well.

Likewise, the sentence,

The employees can choose either higher wages or to receive better benefits.

should be,

The employees can choose either higher wages or better benefits.

or

The employees can choose to either earn higher wages or receive better benefits.

Sometimes a whole Clause can be out of Parallel with the rest of the sentence. That is what's happening in the next sentence.

The supervisor warned Willie that he was doing sloppy work and about tardiness too.

It would be better to say.

The supervisor warned Willie that he was doing sloppy work and that he was too often late for work.

or

The supervisor warned Willie about his sloppy work and his tardiness.

Too see how well you have this idea, try Exercise 3.

Exercise 3

Teachers Version

Here again, there can be more than one way to correct the sentence.

1. The print shop's owner told us about his struggles at the beginning, the gradual increases in income, and his attempts to be fair to his employees.
2. On our tour of the shop, he showed us how they set the type, do graphics, and do the binding.
3. As we walked around, the employees either smiled and said hello, or stopped to show us what they were doing.
4. To remain successful, the owner said, he had to upgrade his equipment, solicit new customers and still retain the personal touch.
5. We hope we can return again soon and spend more time with the owner.

Exercise 3

DIRECTIONS - Rewrite each of the following sentences so that all the phrases are Parallel.

1. The print shop's owner told us about his struggles at the beginning, the gradual increases in income, and how he tried to be fair to his employees.

2. On our tour of the shop, he showed us how they set the type, do graphics, and the operation of binding.

3. As we walked around, the employees either smiled and said hello, or they would stop to show us what they were doing.

4. To remain successful, the owner said, he had to upgrade his equipment, solicit new customers and still retaining the personal touch.

5. We hope we can return again soon and spending more time with the owner.

SECTION 5

Active and Passive Voices

When we talk about Verbs, one way is to speak of them as Active or Passive. This can be better illustrated than defined. Here are two ways to say the same thing, the first, Active, the second, Passive.

Les designed that new interface.

That new interface was designed by Les.

Here's another example in reverse order.

The new batch of payroll checks will be processed by 3 P.M.

We will process the new batch of payroll checks by 3 P.M.

The sharp-eyed reader will notice that there is something missing in the Passive form of the second pair. The sentence doesn't say who will do the processing, just that the checks will be processed. This points out something important about the use of the Passive Voice; it is often more vague and tentative than the Active. It says that something has been, is being, or will be done, but it doesn't always pinpoint who will do it.

There are times when you want to be a bit vague, when you're not sure who is responsible for the action, or don't want to identify the person or persons. Students are often fond of the Passive for this reason; they don't have to be as precise or certain. And if students are fond of it, you can bet that instructors aren't. They want to see that you do know what you're supposed to. Instead of reading this:

The trade union movement in the 1880's was strongly suppressed and took a long time to recover.

they'd rather read this:

Ruthless owners, with the aid of friendly law enforcement and courts, suppressed the trade union movement in the 1880's and it took a long time to recover.

You can see how much more information is conveyed by the second statement.

In addition to usually being more informative, the Active Voice is more direct and emphatic. For all these reasons, it is preferred in formal academic writing. Actually, I should say, instructors prefer you to use it in formal academic writing.

Understanding the difference between Active and Passive, and changing Passive to Active isn't hard, so you shouldn't have any difficulty with Exercise 4.

Exercise 4

DIRECTIONS - Change the following sentences from Passive to Active.
You may have to add a Subject in doing so.

1. The electronics industry has been hit hard by various factors in recent years.

2. Going back a few years, the industry had been boosted by advances in technology and plenty of venture capital.

3. Now the advances have been slowed and the capital has been withdrawn.

4. Competition from the Japanese has been found to be very stiff.

5. However, recovery will be made and our rightful place as a world leader in electronics will be restored.

Exercise 4

Teachers Version

There may be minor variations in student's answers.

1. Various factors have hit the electronics industry hard in recent years.
2. Going back a few years, advances in technology and plenty of venture capital had boosted the industry.
3. Now various things have slowed the advances and investors have withdrawn capital.
4. The industry has found competition from the Japanese to be very stiff.
5. However, we will recover and restore ourselves to our rightful place as a world leader in electronics.

SECTION 6

Writing Concise Sentences

In the previous section, I argued for the Active Voice because it's more direct and emphatic than the passive. Using the Active Voice is just one way to achieve strong and clear prose. Another way is to be Concise. Being Concise, or "Concision," is simply saying what you have to say in as few words as possible.

Inexperienced writers sometimes have difficulty doing this for one or more of three reasons. One is that they simply don't have enough experience writing to phrase things Concisely. A second reason is that they may not be sure of what to say and figure that some fancy language will cover their uncertainty or ignorance. The third reason is the desire to "pad" what they have to say, to add "filler" (or less polite terms). For whatever reason the "wordiness" that results obscures or distorts the writer's meaning.

The overall goal of this Curriculum is to help you write clearly so that the reader knows exactly what you mean. In other words, it's to help you communicate Concisely. Since Wordiness works against that, we want to eliminate it.

Let's look at a sentence that is Wordy. Cross out any words which don't directly contribute to the meaning, and substitute a word or short phrase for any phrase that's too long.

In my opinion, I think that at this point in time, the use of a frobisher element would serve in such a way as to more or less eliminate the situation of the oscillation of the bearings.

Did you get it down to seven words? The meaning can be conveyed in that few. See below.

A frobisher element will eliminate bearing oscillation.

That is all that the first sentence is trying to say. The other words are simply qualifying and fancifying the meaning. Let's look at the eliminated phrases one at a time to see why they can be deleted.

"In my opinion." It's unnecessary. If you're writing it, we will assume that it's your opinion, unless you say otherwise.

"I think." Same reason. It's also "redundant," saying the same thing as the first phrase.

"at this point in time." A favorite phrase of witnesses in the Watergate hearings. If you're writing in the present tense, we can assume you're talking about, use "now." Also avoid "nowadays."

"the use of a." The frobisher element's "use" is implied. If you want to mention it, say "using."

"would serve in such a way as to." Makes everything very conditional in the future. If you feel it will work, say so. "will" covers what you think will happen.

"more or less." It's a "qualifier" used to avoid being positive. It prepares you for getting off the hook if you're wrong and the thing doesn't work.

"the situation of the oscillation of the bearings." There's no need for this bit of Wordiness. "bearing oscillation" says it all in two words.

As I mentioned, "more or less" is a "qualifier," a phrase used to limit or place vague constraints on what is being said. Many students are fond of them because they're not sure of being correct, and feel that if they add enough qualifiers, perhaps they can avoid being wrong. The

problem is that they can qualify a statement to death and end up saying nothing.

I can still remember in junior high, reading O.E. Rolvaag's Giants in the Earth, a novel about Scandinavian immigrants on the American plains. Our teacher read us one of my classmate's statements in an essay as an example of how to kill a statement with qualifiers. I'll underline the qualifiers. He said, "Rolvaag uses moderate description, which, for the most part, is fairly effective." How much description does he use and is it effective? We don't know; the statement doesn't say.

It may feel risky sometimes, but if you have something to say, say it directly. Don't qualify, and thereby weaken, until the reader doesn't know what you think.

In addition to liking qualifiers, some students are also fond of certain "Redundancies" and "Circumlocutions." As we saw earlier, a Redundancy is a phrase that says the same thing twice. "True fact" is an example. Other Redundancies include such phrases as "consensus of opinion," "shuttle back and forth," "loop around," "advance planning," "pair of twins," "share in common" and "emotional feeling."

A Circumlocution is a roundabout way of saying something. The prefix "circum," comes from the Latin for "around." The root of "locution" comes from the Latin for "talk." An example of a Circumlocution we just saw was, "would serve in such a way as to." Other popular Circumlocutions include such phrases as, "so to speak," "in a manner of speaking," "to make a long story short," "due to the fact that," "by and large," "stands to reason,"

and the ever-popular "in terms of" and "along the lines of."

Redundancies and Circumlocutions add nothing to your writing. Avoiding them will make your prose stronger and clearer.

Another way inexperienced writers become Wordy and weaken their writing is through excessive use of "Intensifying Adverbs." Each of these words can be used effectively, but when used too frequently, they become counterproductive. These are words like "really," "simply," "absolutely," "basically," "positively," "definitely," "awfully," "perfectly," "of course," and "very."

Keeping your writing Concise requires constant vigilance. As you develop your fluency and your own style, it's easy to fall in love with certain phrases and with the fun of rattling on and on. Even when you've reached the point where you're well-satisfied with your writing, it's easy to slide into Wordiness. Reminding myself of this, I will be a stricter editor when I revise what I've just written.

Revision is the key to achieving Concision. We'll be looking at the process of Revising in more detail later, but for now, remember that in addition to other reasons, Revision is important for being Concise.

With that in mind, Revise the passage you find in Exercise 5. Make it Concise.

Exercise 5

DIRECTIONS - Make the following passage Concise by eliminating or reducing all wordy phrasing.

In truth, the change in this country of ours economy from that of basically manufacturing to one consisting primarily of service will certainly be of great magnitude. To be sure, there has not been a change of comparable dimension since the time when we moved from being a nation of agricultural interests to one that was fundamentally industrial.

It is of a known factual nature that these changes of which I speak will be very multitudinous. Each and every American citizen will be affected in some degree and some way by them. We will all share in common these changes, good and bad, positive and negative.

Obviously one of the big important changes is that of the geographical. Service industries do not necessarily need to be located in urban environments. Thus, as a result, many jobs have moved from such environments to those of the suburbs. Furthermore, in addition to this form of movement, many businesses are relocating themselves in warmer areas in the south and southwest. What all of this means is that states in those areas are growing in numbers of people and therefore, in power, while states in the former areas, that is, of the northeast and midwest, are losing these things.

Another additional change, according to the consensus of opinion of the experts, is in the process of occurring in our educational institutions. Preparing people to serve in a capacity of service is of a very different nature than training them for a place in industrial manufacturing. There are different requirements in terms of the ability to communicate. There are also alterations along the lines of training predominantly for mental tasks rather those of a manual nature.

While these changes of which I have just been discussing are of mixed benefit, that is to say, both good and bad, a third change may be purely of the former, in other words, of good. This change is actually one of the environment. It is a well-known fact that manufacturing more or less pollutes our environment with smoke and other forms of industrial waste. Most service industries do not produce any by-products that would be constituted as waste, except for waste paper, or course. Therefore, the result may be an improvement in the cleanliness of the environment.

In conclusion, I want to end by saying that I think we really don't know all the changes that may possibly occur. There could really be, and probably will be many that we haven't as yet actually dreamed of. One thing is for sure and that is that it will be of very great interest to see these changes as they occur in the future over the next twenty or thirty years.

Exercise 5

Teachers Version

Answers will vary, of course. What follows is really a "bare bones" version of the passage. This is what it could be stripped to, but it is not necessarily the ideal. Certain phrases may add marginally to the meaning and be retained. Others may be retained just to keep it from sounding too terse. Allow for this.

Class discussion of the students' revisions should be very lively and beneficial. Allow plenty of time for it.

The change in our economy from manufacturing to service will be great. It is the biggest change since we went from being an agricultural nation to an industrial one.

The changes will be many. Everyone will be affected by them, positively and negatively.

One big change will be geographic. Since service industries do not need to be in cities, they can move to the suburbs, taking jobs with them. In addition, many businesses are relocating in the warmth of the south and southwest. This means an increase in population and power for states in those regions at the expense of states in the northeast and midwest.

Experts say that another change is occurring in our schools. Training people for service jobs is different from training them for manufacturing. There are different needs for communication and training should be for mental more than manual tasks.

While these changes may be good and bad, a third, that of the environment, may be all good. Manufacturing pollutes but service industries produce no waste. This could mean a cleaner environment.

We probably don't know all the changes that may occur. Some may surprise us, but it will be interesting to see what will happen.

SECTION 7

Sentence Variety

In order to write smoothly and effectively, it is important to realize that prose has rhythm, just like music. This may seem to be a strange idea, but unconsciously, we feel a beat when we read.

This rhythm is created by the length and structure of individual sentences. Put all the sentences together and you can have a rhythm that is interesting and flowing, carrying the reader along, or one that is monotonous, abrupt or herky-jerky, which makes it hard for the reader to follow.

For example, consider the old-fashioned reading primer style:

This is Dick. Dick has a dog. His name is Spot. This is Jane. Jane and Dick play with Spot. See Spot run. Run, Spot, run.

Outside of the fact that the subject matter is boring, a rhythm like this would also put us to sleep. The "tap, tap, tap" beat would become almost hypnotic. You want to be persuasive, not put someone in a trance.

Now compare that to the following passage from Peters and Waterman's In Search of Excellence. Read it aloud, exaggerating the places you would naturally stress, i.e. key words, ends of phrases. Try to feel how smooth, yet varied, the rhythm is.

Some of the managers who have previewed our eight attributes of management excellence comment that the attributes are interesting, but not necessarily basic - not crucial in explaining why the excellent companies perform so well. We think these managers are mistaken. Many otherwise smart and business-savvy people are operating from a theoretical base that is simply out of date. That is certainly understandable, for none of the new theory, whether right or wrong, is easily accessible. It is, after all, in a fairly early and messy stage of development. And it is largely obscure, tied to the "real world" only by implication, as is typically the case with leading edge theory.

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Notice the variety in sentence length. The first sentence is long, yet it reads easily. The second sentence is quite short. The authors use the short sentence almost as an abrupt form of punctuation. They are calling our attention to this sentence because they are about to disagree with those managers and they want us to note in particular what follows.

The rest of the paragraph consists of medium-length sentences. Notice, however, that these are broken into fairly short phrases and clauses, which makes them easy to follow and provides a regular rhythm.

The paragraph illustrates the two ways that prose rhythm can work for you. Just as in music, a regular but varied rhythm carries the reader along; it's pleasant to listen to. You don't want a beat that is so steady that it becomes monotonous, nor so erratic that it's disturbing. Second, a change in rhythm can be used for emphasis, to call the reader's attention to something of special importance.

There are three main methods of Sentence Variety. They are Varying Lengths, Varying Beginnings, and Inverting Word Order. We'll look at these one at a time.

Varying Lengths

As we've just seen, writing sentences of different lengths makes for a varied rhythm. Think of short sentences as having 8-12- words and long ones as having 30-40. You can consciously include occasional short and long sentences with more frequent ones of 15-25 words. I'm not suggesting that you count the number of words in each sentence and develop a schedule of words for each sentence. You can, however, develop a sense of sentence

length and realize when it's time for something shorter or longer.

With your knowledge of Simple, Complex and Compound Sentences, varying sentence length should be an easy task. If you have too many short sentences, it's likely that many are Simple and could be combined into Complex or Compound Sentences. If you have too many long and unwieldy Complex or Compound Sentences, break a few into Simple ones.

My suggestions indicate that varying sentence lengths is not something you need to do entirely as you write. Again, it's during Revision that you'll have a better sense of your rhythm and can alter it appropriately.

As you do this, also keep punctuation in mind. If you've had a series of Compound Sentences with Coordinating Conjunctions, use a Semi-Colon for variety. We saw this in Module II; a Semi-Colon is good for emphasis as well as rhythm variation.

As practice in varying sentence lengths, do Exercise 6.

Exercise 6

DIRECTIONS - The following passage consists entirely of short sentences. Rewrite it so that the sentence lengths vary. Use a Semi-Colon at least once.

Education is not something that ends at eighteen. It should go on throughout life. Adults should work at being educated. You should do it as much as children. You just don't need to do it in school. You can get an education anywhere.

Some adults do go back to school. This can make you nervous. You may be afraid you won't be able to make it. Most adults do succeed when they go back to school. It takes a lot of effort. You may have to adjust your life-style a lot. Most adults find it's worth it.

You don't have to go back to school to get more education. Many adults can receive an education in the work-place. More companies are offering courses. They also offer other kinds of educational programs. They know it's a smart idea. They know they will benefit from employees improving their educations.

There are also many Continuing Education programs. Many school systems offer these. There can be courses over a wide range. You could take one course in growing bonsai trees. You could take another in computer programming. These aren't as intensive as college course. They are very worthwhile.

Finally, there are courses through the mail. There are also courses on television in many areas. Some of these are rip-offs. many are very good. The advantage is being able to receive the education at home.

However you do it, go after that education. You'll be happier with yourself. The people you care about will be happy with you.

Exercise 6

Teacher's Version

Below is just one way to do this Exercise; there are many versions that would be as good. Keep in mind that the Directions ask for varying lengths. Some students may combine all short sentences into longer ones, and that's not what you want.

Education is not something that ends at eighteen; it should go on throughout life. Adults should work at being educated just as much as children. You just don't need to do it in school for you can get an education anywhere.

Some adults do go back to school. This can make you nervous because you may be afraid you won't be able to make it. However, most adults do succeed. It takes a lot of effort, because you may have to adjust your life-style a lot, but most people find it's worth it.

You don't have to go back to school to get more education. Many adults can receive an education in the work-place, where more companies are offering courses. They also offer other kinds of educational programs because they know it's a smart idea and that they will benefit from employees improving their educations.

In addition, many school systems offer Continuing Education programs. They offer a wide range of, courses, from growing bonsai trees to computer programming. These aren't as intensive as college courses but they are very worthwhile.

Finally, there are courses by mail or television. While some of these are rip-offs, many are very good. The advantage is being able to receive the education at home.

However you do it, go after that education. You'll be happier with yourself and the people you care about will be happy with you.

Varying Beginnings

Another way to give variety to your sentences is to vary the ways in which they begin. Transitional Phrases which we'll look at more closely when we get to Paragraphs, are often used at the beginning of sentences and do more than connect ideas and indicate relationships. They add to your rhythm and can be a source of variation. If you're adding one idea after another, you don't have to keep using "in addition." "Furthermore" and "moreover" mean the same thing and using all three provides variety. Similarly, if your ideas are being contrasted, you can use "on the other hand," "in contrast" or "however."

We've already noted that in a Complex Sentence, the Dependent Clause can come before or after the Independent Clause. You can say either:

While the classroom training program is running, the apprentices also get "hands-on" experience on the machines.

The apprentices also get "hands-on" experience on the machines while the classroom training program is running.

Varying the order of Clauses in your Complex Sentences will be another source of Sentence Variety.

A further source is the use of Prepositional, Adjectival, or Adverbial Phrases at the beginning of a sentence. (Adjectival and Adverbial Phrases are groups of words being used as Adjectives or Adverbs.) Each of these is demonstrated in the sentence below.

Prepositional Phrase-

Under the big scrap bin, he saw his missing wedding ring.

Adjectival Phrase -

Looking absolutely determined, he managed to lift the bin just enough to reach the ring.

Adverbial Phrase -

Powerfully, yet carefully, he inched forward, snatched the ring, and jumped out as the bin crashed down.

You may notice that not only does beginning a sentence with such a phrase provide variation in rhythm, it also gives emphasis to the phrase itself. There will be times when you want to use such a construction for emphasis or to heighten drama.

Inverting Word Order

A similar way of providing Sentence Variety and heightening drama is to Invert the Word Order in the sentence. The standard word order is Subject-Verb-Complement. (The Complement is the rest of the Predicate.) Inverting this order is rather uncommon, so it produces a different sort of beat and it calls attention to the meaning of that sentence. Compare the subtle difference in feeling between the following two sentences, the first written in the standard order and the second in Inverted order.

A sweating and blackened Harry emerged from the bowels of the furnace room.

From the bowels of the furnace room emerged a sweating and blackened Harry.

The emphasis of thought in the sentence is on the image of Harry, and because it puts this at the end, the Inverted version gives just a hint of dramatic tension or suspense. This adds impact as well as varying the rhythm.

As a quick practice, try Inverting the following sentences. You may have to change a word or two to make them sound right.

Dick and Andy were contesting to see who would be shop steward.

Arguments raged around the floor for one or the other.

Andy turned out to be the one more popular.

Using all of these techniques, you can achieve a style with the kind of regular but varied rhythm that is most effective. Remember that much of your achievement of this will come during Revision.

We've already mentioned the importance of Revision, and will say more about it later, but one other point to make now (and I do not promise not to repeat it) is that in checking your prose rhythm, as with many other aspects of your writing, there is nothing as good as reading aloud what you've written. It's hard to hear the rhythm in your head, but your ear can hear it. If you hear an erratic rhythm, or you stumble over your own words as you try to read them, that's a sign that you need to work on sentence structure. Knowing that there are always different ways to say the same thing, you'll be able to modify sentence structures without affecting your meaning.

Mastery Activity

DIRECTIONS - The following essay is in great need of Revision.

There are both grammatical and stylistic mistakes which you must correct. Among these are Fragments and Run-ons, inappropriate Conjunctions, failures of Parallelism, inappropriate use of the Passive Voice, Wordy passages, and monotonous sentence sequences. Some of these problems are obvious; some are subtle. Take a good deal of time to Revise and rewrite this. Correct all mistakes you find. You may have to add or delete words, but don't change the meaning.

In the 140 years that have passed since Karl Marx wrote The Communist Manifesto, communism has had a tremendous impact on the world. Bringing about half the population of the world under its rule. Most Americans think communism is evil, unworkable and a threat, while it's important to understand what it actually and fundamentally is and what's really wrong with it.

The goal of communism isn't really bad. Communism seeks to provide all members of society with what they need. Their slogan, "From each according to his ability. To each according to his need." There is nothing wrong with this as an ideal. Everyone can see that it would be fair. Fairness is what democracy aims at.

Where the going wrong by communism occurs is in understanding human psychology, also Marx didn't know how important unions would be. In spite of not understanding enough about psychology and unions, Marx proposed a system that is unworkable and undesirable. These two factors, psychology and unions, may be looked at by us one at a time.

First psychology. To make it crystal clear, Marx really didn't understand much about human nature. He thought that some men, the bosses, are greedy, and some other men, the workers aren't. In fact, we know that most people are pretty much the same, almost identical under

MASTERY ACTIVITY

Teacher's Version

As with the other revisions in this Module, there is more than one way to do this right. Since this is the final activity, it might be good to compare different versions. You could do this effectively with side-by-side overheads. Comparing different versions will be especially effective in analyzing prose rhythm and Sentence Variety.

In the 140 years that have passed since Karl Marx wrote The Communist Manifesto, communism has had a tremendous impact on the world, bringing about half the population of the world under its rule. Most Americans think communism is evil, unworkable and threatening, but it's important to understand what it is and what's wrong with it.

The goal of communism isn't really bad. Communism seeks to provide all members of society with what they need. This is shown in their slogan, "From each according to his ability. To each according to his need." There is nothing wrong with this as an ideal. Everyone can see that it would be fair and fairness is what democracy aims at.

Where communism goes wrong is in understanding human psychology. In addition, Marx didn't know how important unions would be. Because he didn't understand enough about psychology and unions, Marx proposed a system that is unworkable and undesirable. We can examine each of these two factors.

First, Marx didn't understand much about human nature. He thought that some men, the bosses, are greedy, while others, the workers aren't. We know now that most people are much the same. Everyone wants things for himself, for "number one." It's naive to think that people are going to give up what they have earned. If I do more than you, I want more of a

the skin, so to speak. Everyone wants things for himself. Everyone is concerned first for "number one." It's naive to think that people are going to give up what they have earned, if I do more than you I want more of a reward. If I do more than you so you receive more because you need more, that's unfair, unjust, and doesn't motivate me.

So this idea of Marx, this notion, this scheme, that people will just voluntarily give up what they can get, and just turn it over to the next guy is crazy and it can't work either. And, if truth be told, if it doesn't work, then communism doesn't work.

There is another psychologically oriented problem with communism. Marx says that the workers, the "proletariat," will form a dictatorship. The workers will overthrow the bosses. The workers will take charge of government. They will be the government. They will abolish classes. So far, so good. After that, Marx says, when everyone has what he needs, the state will "wither away," the government will disappear. This is really another place where the ignorance of Marx is shown. People get power and they don't voluntarily give it up. The workers running the government will want to hold on to the reins, continue governing. Because exercising power is like a strong and addicting drug.

The other important problem with communism, which we mentioned earlier, having to do with unions. Marx felt sympathy for the workers, who he felt were used, exploited, and had no power. It was true that they had no power and the union movement gave it to them. At the point in time when unions became powerful, the lot and life of the workers were being improved. In numbers there is strength, workers became powerful.

reward. If I do more but you receive more, that's unfair, unjust, and non-motivating.

So Marx's idea, that people will just voluntarily turn over what they get, to the next guy can't work. And, if it doesn't work, then communism doesn't work either.

There is another psychologically problem with communism. Marx says that the workers, the "proletariat," will overthrow the bosses, forming a dictatorship and abolishing classes. After that, when everyone has what he needs, the state will "wither away," government disappearing. This is another example of Marx's ignorance. When people get power, they don't voluntarily give it up. The workers running the government will want to hold on to the reins, because exercising power is like a strong addicting drug.

As mentioned, the other important problem with communism, has to do with unions. Marx felt sympathy for the workers, who he felt were used, exploited, and powerless. It was true that they had no power, but the union movement gave it to them. When unions became powerful, the lot of workers improved. In numbers there is strength, and through numbers, workers became powerful.

Today, in countries where unions are strong, workers have a pretty good deal. Their wages and benefits are good. In these countries, communism has little attraction because the workers know they have it good. They don't want to give up what they would have to under communism, so they have no use for it.

Thus we come back to the problem of psychology, that Marx was ignorant about human nature. Only when an economic theory is based on psychology will it have any worth.

Today, in countries where unions are strong, workers by and large have a pretty good deal. Their wages are high and their benefits are good too. In these countries, communism has little attraction. The workers know they have it good. They don't want to give it up. They know they would have to under communism. They have no use for communism.

In this way, we come back to the psychological. To Marx's basic and very fundamental ignorance of human nature. Only until an economic theory is based on psychology will it prove to be of any real and actual worth.

Ideas for Expansion

The Exercises in this Module ask students to practice and demonstrate concepts by correcting or revising given sentences and passages. A simple way to expand the Module and give them more practice is to have them write sentences of their own which demonstrate the concept under consideration. You could have them write five sentences demonstrating Parallelism, for instance, or write three of their own Fragments and then correct them.

If you want further explanation and demonstration of some of these concepts, any of the books mentioned at the end of Module II would be helpful. Another book that might help is Sentence Skills: A Workbook for Writers, by John Langan, New York: McGraw-Hill, Inc., 1986. It has a lot of basic material, including grammar, and offers a large number of "Mastery Tests" on the various concepts.

MODULE IV

WRITING PARAGRAPHS

Prerequisites

Students should be able to complete all the Objectives in Modules II and III.

Much of this Module is based on material in Module I - Reading. While having done Module I is not a Prerequisite, it will be necessary for students to have some material from it.

Time for this Module

If you have done Module I, approximately six weeks should be enough. If you haven't, add a week or two.

Overview

As mentioned under Prerequisites, much of this Module is based on material in Module I. References will be made, for instance, to the discussion of Unity and Coherence in Section 3 of that Module. Rather than introduce them as new concepts, I will briefly summarize what they are and will refer to that section for further discussion and examples.

This means that if you have not done Module I, you should plan on extra time to go over those sections.

This is the first Module where the writing assignments are longer and Teacher's Versions cannot be provided (except for Exercise 1, which is a review). Students will write Paragraphs for you and their classmates to look over, so your planning of time has to take this into account. Since there are no correct or incorrect answers to the assignments, your evaluation becomes more subjective. However, as I said in the Introduction, there is nothing wrong with the subjectivity. Don't be bashful about acknowledging the subjectivity and try to be as informative as possible in your evaluation. You will need to explain more of what you found to be good or bad in students' writing, and should spend time discussing with them how it could be improved.

In your planning of time and evaluation, please give thought to how you can return student work quickly. I cannot stress too strongly the importance of returning to students their written work the next class period. I know this may sound unrealistic; few English teachers do it. It is tough to get all the papers done and it's easy to let them go till the weekend, or vacation, or a sick

day. Yet, if the students are going to learn from their efforts , they must see these as quickly as possible, while the assignment and their own aims are still fresh in their minds. They will be better able to talk about what they were trying to do, and if you want to have them revise and rewrite, they'll have an easier and more fruitful time doing so. If papers are returned a week or more after they were submitted, revising will be a lot more difficult. At that point, about the only thing accomplished in returning the papers is letting students know what you thought of them. The capacity for using the finished work as a learning tool diminishes very quickly as days pass.

I know that English teachers who get work back the next day are a very small minority, but I urge you as strongly as I can to become part of that small group. Perhaps one day we can become the majority.

If you are to do this, there are certain ways to make it easier. One is to try to plan writing assignments around your schedule. If your class meets every day and you want to get the papers back the next day, don't have a writing assignment turned in on a day when you know that you'll be out that evening. You know which days of the week allow you more time, so use those for rapid evaluation and return.

In order to speed the time it takes to read and react to the assignments, you might try focusing on just one or two aspects of the writing, rather than trying to be comprehensive. This could be done rather easily with this Module, where the assignments often focus on just one or two key elements, like the use of Transitional Expressions.

There is an additional benefit to a narrower focus. Sometimes

students get discouraged when they get back a paper that has been hit with a blizzard of red (or whatever color you use). Focusing on one or two aspects of the writing will reduce the number of notations. It will also allow the student to focus on those critical aspects and not get confused trying to absorb comments about content, various aspects of style, grammar, punctuation and so on. You needn't fear that you are somehow condoning or perpetuating other writing problems. You'll get to them eventually.

Reading five or six papers in each of many short stints is a better and faster way of getting them done than doing one or two marathon sessions. You will be fresher for each stint and read and comment faster. You will probably also do a better job of responding to each paper.

Anyway, try to get assignments back to students in a hurry. Give it a shot; if you haven't done this in the past, you may be surprised at how much it helps (not to mention, impresses) the students.

It's axiomatic that having something you really want to say makes for better writing. It stimulates creativity and motivates hard work at revision. This is by way of indicating the importance of helping students find topics for writing that they care about. Suggested topics are offered for each assignment, but if you find that students are not turned on by these, spend some time in class generating other possibilities. It's often difficult for an individual to think of many topics, but in a group, you can usually come up with quite a list. Brainstorming is a good technique for doing this, and you might want to Brainstorm a topic list for each

assignment. Since this Module teaches students to Brainstorm on their own, it will be easy to use the technique with the whole class.

Because students have different learning styles, try out different approaches to how and where they do their writing. You might want to start off with assignments done in class, where they can ask you questions and receive your encouragement. Then you could work toward assignments done on their own, enabling you to use the freed-up class time for other things, such as discussing the previous assignment.

A good technique to foster such discussion is to "anonymously" read it aloud. That is, read some of the Paragraphs without identifying the writers. You and the class can then discuss strengths and limitations of the writing. This allows you to illustrate key points you've been discussing, promotes student-suggested improvement, and gives the writers the benefit of hearing their work read aloud.

You may find that even with the anonymity provision, certain students will be bothered by having their work read and discussed. If you feel that this concern is important to recognize, you could have students indicate on their papers whether it's okay to read them. In contrast to the reluctant ones, some will ask you every time to read theirs, and they won't always be the best writers.

A third approach is to allow students to work in groups of two or three in class. Each would have to do his or her own Paragraph, but they can assist each other on the Pre-Writing and Planning, and even in phrasing the actual Paragraph. As mentioned, they can learn a lot from each other.

You and the students might feel more comfortable doing this if you know that the work won't be graded, so if you have to give

grades, you could make certain assignments ungraded. With mature adults, it's unlikely that they would be less motivated on these. In fact, you would probably find that some, with the pressure off, will work better. If students didn't want to work with others, they could still work alone.

Finally, give some thought before you start this Module to questions of procedure and format. Do you want certain information at the top of the paper? Are there certain types of paper that are okay or not okay? (Personally, I don't let students use paper torn from spiral notebooks. It produces that fringe that clasps on to other papers and it drops confetti.) Do you want certain size margins? If they are handwriting, should they skip lines? Decide what you want and let them know at the beginning. And don't be embarrassed about making small requirements that others might consider picky. Each of these things can be very important when multiplied by eighty or ninety papers.

SECTION 1

Introduction

Now that you can write a variety of effective and interesting Sentences, we can start putting them together as Paragraphs. Writing good Paragraphs requires not only skill in putting words together, but planning and organization. We will look in some detail at how to do this, because it is important for more reasons than just writing a good Paragraph; the same type of planning and organization is used in writing a five paragraph or five page essay, or a five chapter book, or a five volume series.

If you have done Module I - Reading, you are already familiar with many concepts about Paragraphs. To save space, time and effort, there are references in this Module to sections in Module I. Your familiarity with that material will be very helpful in doing the assignments in this Module.

If you haven't done Module I, your teacher will have already decided how best to use the material in it that is referred to here.

SECTION 2

Components of the Paragraph

As we defined it in Module I, a Paragraph is "a group of sentences about a particular topic." Among its components are a Topic Sentence (usually but not always), Supporting Details, Unity, and Coherence, which includes a Principle of Organization.

Module I taught you how to use these concepts in reading with good comprehension. This Module will teach you how to apply them in writing good Paragraphs.

At this point, you might want to review these concepts as demonstrated in Module I. Then, to check your memory of them, do Exercise 1.

Exercise 1

DIRECTIONS - In each of the Paragraphs below, underline the Topic Sentence. Each of them has at least one sentence that works against Unity; cross any sentence out that is not pertinent.

At the end of each Paragraph, identify the type of Supporting Details and the Principle of Organization.

Americans have always had a soft spot for the "rags-to-riches" story. We like to hear of people who started out in the mailroom and eventually worked their way up to become Chairman of the Board. This myth, for that is all it is, is false. It has become impossible for someone to work his way up the corporate ladder from bottom to top. One reason for this is that at the bottom, you often have to join a union. Most managements are anti-union and having a union past does not make you attractive to those in white collars. A more important reason is that management now requires more formal education. An M.B.A is often required to become an executive trainee. More and more universities are developing graduate business programs. Finally, the biggest block to advancement is the extremely complex and rigid hierarchy of most corporations. This hierarchy is not really a ladder; it's more like a maze, and no one can make their way all through it and not get lost.

Supporting Details _____
Principle of Organization _____

While we have always revered the so-called "school of hard knocks" as preparation for success in business, we also place high value on top quality formal education. "Hard knocks" and "formal" business educations each have certain advantages. The typical "hard knocks" graduate has gotten practical, "hands-on" training. On the other hand, the typical Bachelor's or Master's in Business grad has learned a lot more about the theory and process of business. An M.B.A. has often had to work hard to pay for his education. The

Exercise 1

DIRECTIONS - In each of the Paragraphs below, underline the Topic Sentence. Each of them has at least one sentence that works against Unity; cross any sentence out that is not pertinent.

At the end of each Paragraph, identify the type of Supporting Details and the Principle of Organization.

Americans have always had a soft spot for the "rags-to-riches" story. We like to hear of people who started out in the mailroom and eventually worked their way up to become Chairman of the Board. This myth, for that is all it is, is false. It has become impossible for someone to work his way up the corporate ladder from bottom to top. One reason for this is that at the bottom, you often have to join a union. Most managements are anti-union and having a union past does not make you attractive to those in white collars. A more important reason is that management now requires more formal education. An M.B.A is often required to become an executive trainee. More and more universities are developing graduate business programs. Finally, the biggest block to advancement is the extremely complex and rigid hierarchy of most corporations. This hierarchy is not really a ladder; it's more like a maze, and no one can make their way all through it and not get lost.

Supporting Details Explanation or Examples
Principle of Organization Comparison and Contrast

While we have always revered the so-called "school of hard knocks" as preparation for success in business, we also place high value on top quality formal education. "Hard knocks" and "formal" business educations each have certain advantages. The typical "hard knocks" graduate has gotten practical, "hands-on" training. On the other hand, the typical Bachelor's or Master's in Business grad has learned a lot more about the theory and process of business. An M.B.A. has often had to work hard to pay for his education. The

"student" who has learned on the job will often have a practical and extensive understanding of his company. In contrast, the student from a business program has learned about whole industries and how a variety of businesses handle certain problems. The "hard knocks" graduate, when faced with a problem, is more likely to tackle it immediately in a practical way. He is often good with his hands and may even do craftwork in his spare time. The college graduate is better able to systematically analyze the problem and draw on the solutions of others. Each of these types of education has its benefits. The best situation would be to have both of them.

Supporting Details _____

Principle of Organization _____

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Supporting Details Examples

Principle of Organization Order of Importance

SECTION 3

Pre-Writing - Generating Ideas

Whether you're writing a Paragraph or a book, generating ideas before you start to write is essential. There are various ways to do this generating, generally referred to as "Pre-Writing."

Unfortunately, few novice writers take the time to do much Pre-Writing. They may be eager or nervous about starting, so they start writing and try to discover ideas as they go along.

There are two problems with doing it this way. One is that if you are thinking of new things as you write, you're more likely to write in a disorganized and confusing manner. The second is that you will probably not come up with as many or as creative ideas if you're trying to write at the same time.

One of the keys to creativity is the ability to put aside those mental lenses and binders with which we judge ideas. We all tend to censor our own ideas, and sometimes those of others with thoughts like, "Oh, that'll never work," or "I'll sound silly if I suggest that," or "We have to be practical about this." Sometimes these considerations are important, but in trying to come up with ideas, they throttle creativity and imagination. Therefore, they must go.

One of the easiest and most effective ways to make them go is "Brainstorming." One of the good ideas that Madison Avenue has come up with, Brainstorming is generally thought of as a group process. We will look at it in that context, and then see how it could be used by an individual as a Pre-Writing technique.

In group Brainstorming, people try to come up with alternative

approaches to a task or problem. The rules of Brainstorming are simple:

1. Everything that is suggested is visibly written down (usually on newsprint or a blackboard).
2. During the Brainstorming, there is no evaluation of ideas, pro or con.
- 3 "Piggy-backing" is encouraged. (This is making a slight modification or addition to someone else's idea).

A Brainstorming session is usually held for a fixed amount of time, five or ten minutes, perhaps. Since there is no evaluation of ideas as they are suggested, a great many can be generated. Also, without this evaluation, people will feel freer to suggest ideas that are offbeat. As ideas start to fly, people are stimulated to more and more imaginative ones. I may have an idea that is totally off the left field wall, but if I say it, it gets written down. And perhaps you can modify my bizarre idea into something that is feasible. Since Piggy-backing is encouraged, you suggest you idea and it gets written down as well.

At the end of the time period there should be a long list of ideas. (It's often a good idea to have more than one secretary). You'll see that many of them are truly imaginative, more so than you would have gotten in the usual sort of "suggest-evaluate immediately" group process. You can now consider these and the others, weighing pros and cons and deciding on the best course of action.

In addition to being a very effective technique, Brainstorming is a lot of fun. To get an idea of how it works, as a class you might try Brainstorming one or more of the following scenarios.

Situation 1

You're in a five and ten cent store. As you stroll through the aisles, you notice three girls about thirteen or fourteen years old. They are giggling and carrying on, and you don't think anything about them until you see one pick up a pack of panatela cigars and slip it under her blouse. The girls then start to walk toward the exit. What would you do?

Situation 2

Like most people in your neighborhood, you have a nice lawn. You work hard on it, put a fair amount of money into it, and enjoy it. You're proud of it and the neighborhood, where everyone else does the same with their lawns.

That is, everyone but your next door neighbor, Ferdy. He rarely puts any effort into his lawn, and when he does, he does the wrong thing. His lawn always looks poor, but it's not actually an eyesore.

One day Ferdy announces to you that he's going to give up on his lawn. He's going to sew it with weed and wildflower seeds and just let the whole thing "go back to nature."

When you've reclaimed your lower jaw and have a moment to think, you're not sure of what you could and would want to do. What are some responses to Ferdy's plan?

Situation 3

You receive a letter from your great-Aunt Bessie announcing her intention to visit you during the first two weeks in July. Aunt Bessie is very old, frail and fabulously wealthy. She's also a non-stop talker and is very bossy. You've always been her favorite niece (nephew), mostly because you're good at keeping your mouth shut and pretending to look interested.

The problem is that you and your family have a vacation planned to the outer islands of Virginia, a trip you've been planning and looking forward to for three years. You can only go during the first two weeks of July.

Aunt Bessie's letter said that she will call you at seven p.m. Tuesday evening to make the arrangements final for her visit. It is now six-thirty Tuesday evening. What are you going to say to her?

Now that you have an idea of how Brainstorming works in a group, try it individually. You're after the same goal, a long creative list of ideas, and you're going to do it the same way, by putting your critical judgment on hold and letting your creative imagination soar. Again, write down everything that occurs to you, wise or foolish. Don't evaluate it as you write it down. And piggyback.

off your own ideas. Okay? Take a piece of paper and for five minutes Brainstorm a list of:

Things that bug me at work.

Do you have a list of fifteen or twenty? Even if you're job is ideal, you should be able to find that many. Some may be petty or picky; that's okay. We're after quantity here, not quality. Now if you had to write a serious Paragraph about something that bugs you at work, you have a much bigger choice than if you hadn't Brainstormed.

If you found yourself a little inhibited the first time you Brainstorm alone, that's understandable. It's harder to loosen the shackles of our critical judgments without the stimulation of others. Let's try another Individual Brainstorming. This time, if you find it difficult to get going, consciously think of something outrageous and ridiculous. Think of two or three more, then see if that gets other ideas flowing. This time Brainstorm a list of:

Things I'd like to learn how to do.

How does your list look? Did you forget to put down skydiving? How about saying no to door-to-door solicitors for charity without feeling guilty? Playing the cello? Getting along with fewer cigarettes? Appreciating rock music? Cracking a safe? Add a few more items to your list.

If your assignment were now to write about one of these, you could pick one that is intriguing and fun to write about. It might be one you never would have thought of without Brainstorming.

As we get into the actual writing assignments, you'll be asked to Brainstorm the topic, and perhaps to include your Brainstorm list with the Paragraph you submit. Now let's look at another type of

Pre-Writing Activity.

"Freewriting" is similar to Brainstorming in that you give yourself a certain amount of time and try to foster imagination, while holding the critical faculties at bay.

Here you take a topic and start to write about it. You put down anything that comes to mind, not worrying about grammar and punctuation and spelling and all that "Stuff." Keep your pen moving; don't take it off the paper. If you get stuck, draw a blank, then "Loop," repeat the last phrase you wrote. Keep doing that until you get unblocked. When you finish, you'll have something that might not make sense to anyone else, but you should find an idea, or the thread of an idea that is worth pursuing and expanding.

To give you an idea of what this might look like, I'm going to give myself a topic and then Freewrite. I promise you that what you read is exactly as it's come from my typing fingers. Now for the topic. Now about "Non-financial rewards of my job." And begin.

Students of course. Being my own boss. Being my own boss but also working with others. Helping the students, seeing growth. Gotta have these rewards, money sure ain't squat. Sometimes feel as if this can help society but not as much as I used to back in the seventies. Back in the seventies, in the eighties. What? In the eighties, it's, it's not a social thing as much. Want to help people communicate. So many do it so badly. It's so much fun to write well! They don't see it, they get frustrated. But when I get through and see the progress like at RPD, it's really a kick. Adult learners are more fun than kids. Kids don't always know enough to appreciate you. Sometimes they resent when they should appreciate. I'm doing a lot of complaining here. It is frustrating, frustrating, but I must do it for something. Yeah, the faith that I make a difference, and then the kick when people are mature enough to see that and say so.

Now as I look back over this written "stream of consciousness," there are two or three angles I might take in writing on this topic. I might compare the non-financial rewards in the seventies to those in the eighties. I might also compare teaching adults and teenagers.

I might also discuss the role of the faith I have in what I'm doing.

Any of these would be interesting to me to explore and I think I could write something worthwhile on them. And I don't think that I would have thought of any of them if I'd taken the topic, mulled it over, then selected the first reasonable idea that come to me.

As you can see, Freewriting is similar to Brainstorming. Try both out on your first assignments and see if one works better for you. Make any adaptations in either that seem to be right for you. Do give them honest tries; you are probably a lot more imaginative than you give yourself credit for, and these techniques can help you discover that.

Once you have found a suitable topic, make sure that it's appropriate for a Paragraph. Frequently you will have to narrow your focus, taking just one aspect of the topic. If you've found that job safety, for instance, really interests you, you'd have to take one narrow angle on it. You couldn't say much more than generalities about it in one Paragraph.

If you've found a suitable topic but are having difficulty narrowing your focus, try Brainstorming again, this time just about that topic. Write down everything you can think of that pertains to it, then look over your list for something that intrigues you and would suitable for a Paragraph.

One tipoff that your topic may be too big is if you are having trouble writing a good Topic Sentence. Sometimes this difficulty occurs because the topic is too broad and general. Try narrowing it and see if that makes writing the Topic Sentence easier.

SECTION 4

Topic Sentences

As you know, the Topic Sentence tells what the Paragraph is about. It is often the first sentence in the Paragraph, but as we saw in Exercise 1, it can occur elsewhere, including the last sentence. It must be both broad enough to cover everything included in the Paragraph and specific enough to identify clearly what the Paragraph is about.

A second, more subtle function of the Topic Sentence is to interest the reader so that he or she will want to read on. Writing interesting Topic Sentences is a matter of experience and your ability to do this will increase in time. At this point, a good first step is to avoid writing the "This paragraph will explain" or "I'm going to discuss" type of Topic Sentence. Making this type of announcement is too stiff and formal for fluent writing, and it calls attention to you and your relative inexperience, at the expense of what you have to say.

Let's examine and practice these two functions of Topic Sentences. Below are examples of Topic Sentences that are too broad, with revised versions that make them more specific.

Too broad-

Organized labor has had a major impact on this country.

Revised-

Organized labor has led the fight for safer working conditions.

Too broad-

Working overtime is common in many businesses.

Revised-

Requiring overtime work is common but unfair practice.

You can see that in revising for more specificity, there are many ways you go depending on what you want to say. The second example, for instance, could be revised as follows:

While working overtime is a good way to make more money, it does have drawbacks.

Obviously, then, there is no single revision that is correct and appropriate. With this in mind, revise twice each of the following broad Topic Sentences. You might want to compare yours with those of classmates.

Landing a new job is really something.

Job performance evaluations are very important.

Companies often provide extra services for their employees.

You may have noticed something about the overly broad Topic Sentences besides their breadth. They do need to be more interesting. A broad, general statement is often flat and dull, and the more specific it becomes, the more interesting it is.

This then, is a fortunate connection, for as you work to focus your Topic Sentences, you will also be making them more interesting. In the following examples, notice how the revised version uses a specific comparison to spark interest.

Flat version -
Getting laid off is a tough thing to take.
Revised version -
Getting laid off is a sucker punch to the ego.

Flat version -
Just about everyone would like to be their own boss.
Revised version -
We would all like to call the tune to which we
dance at work.

Both of the Revised versions use comparisons called "metaphors to create interest. A "metaphor" is a comparison of two unlike things, getting laid off and a sucker punch, for instance. Because it is concise, says a lot and can be startling, metaphors are common in poetry, but they can also be used effectively in certain prose applications, such as writing an interesting Topic Sentence.

You don't, however, have to use metaphors to write a more interesting Topic Sentence. For instance:

Flat version -
Creating safer working conditions is a top priority
of our local.
Revised version -
Our local has challenged itself and the company to
exterminate hazards and dangers in the workplace.

Here the use of strong verbs, "challenged" and "exterminate," creates the interest.

A third way to add interest is through the choice of effective adjectives. This can be seen in the next pair of examples.

Flat version -
Tom is a thorough, yet funny co-worker.
Revised version -
Tom is a dogged, yet hilarious co-worker.

Using any or all of these techniques, try Exercise 2.

Exercise 2

DIRECTIONS - Revise each of the following flat Topic Sentences and make them more interesting.

1. A supervisor must be able to relate to people id different ways.

2. It is not good if union representatives get too close to management.

3. Early retirement can be an attractive proposition.

4. The younger generation doesn't understand hard work.

5. A sense of humor is important when the work is dull.

SECTION 5

Planning and Organizing

Once you've done some Pre-Writing and focused your topic enough to write a good Topic Sentence, you can plan the structure of your Paragraph. In so doing, you will be considering types of Supporting Details and Principles of Organization, so you might now want to review Sections 2 and 3 of Module I.

If you're comfortable with your understanding of that material, you can probably see how easy it is to apply it to Planning and Organizing a paragraph. You can see from your Brainstorming and/or Freewriting what kind of Supporting Details you have, e.g. facts, examples, testimony, etc. This then will also suggest a Principle of Organization, such as Classification or Order of Importance. Now you can make a Simple Outline that follows this form:

1. Topic Sentence
2. Supporting Detail #1
3. Supporting Detail #2
4. Supporting Detail #3
5. Supporting Detail #4

With your paragraph clearly outlined, you can concentrate solely on how to say what you want to communicate. Your writing will be clearer and stronger as your focus is only on how to say it, not what to say.

Before getting to actually writing a Paragraph, let's check your understanding of all that lead up to it by doing Assignment 1.

Assignment 1

Choose one of the topics listed below and do all the work preparatory to writing a good Paragraph about it. In other words, you should:

Brainstorm a list of points about the topic.

Narrow your focus to something appropriate for a Paragraph.

Identify the type of Supporting Detail.

Identify the Principle of Organization.

Write a good Topic Sentence.

Include the Topic Sentence in a Simple Outline.

Topics:

How to improve the working conditions where I work.

The kind of work I'd like to be doing ten years from now.

Advice I'd give to someone new at my job.

SECTION 6

Unity and Coherence

Unity

You've probably just reviewed Section 3 of Module I, so we don't need to say much here about Unity. Just two points will suffice. One is that a concern for Unity is important as you plan your Para-graph, not just as you write it. In looking over your Brainstorming or Freewriting points, select only those that directly pertain to your narrowed topic.

The second point is that in making sure your Paragraph has Unity, you may have to delete points that do not pertain, or you may have to broaden your Topic Sentence. Don't assume that a lack of Unity means that something is in the Paragraph that shouldn't be. Everything in it might be appropriate, but the Topic Sentence might not be broad enough.

Coherence

You already know about how to provide Coherence to a paragraph through the use of an appropriate Principle of Organization. The way you arrange your Supporting Details is the main mechanism for making a Paragraph "cohere," but it is not the only one. There are three other fairly simple techniques you can use to make each sentence seem to be in exactly the right spot. These three are:

Repetition of key words or phrases.

Use of Synonyms or Substitutes for key words or phrases.

Use of Transitional Expressions.

Repetition of Key Words of Phrases

By repeating such a word or phrases, you connect all the sentences that have it to the first one that mentioned it. It is these connections that make sentences stick together, "cohere."

In the Paragraph below, notice how the Repetition of "first job" ties all the sentences together.

The first job you got was a lot more important than you might have thought at the time. Of course, then you were thinking of how much money you'd make and how you'd spend it. However, your first job probably did more than just put some money in your pocket. Many of your attitudes toward work now, whether positive or negative, were influenced by that first job. Your first job was also your first exposure to a boss, to co-workers, all of these set a pattern for how you respond to them today. Think back to your first job and see if it didn't have a stronger influence on you that you would have imagined back then.

Most of the time, it's not necessary to repeat quite so often. Once or twice will usually be enough to tie what you're saying back to your initial idea, which is often in the Topic Sentence.

Use of Synonyms or Substitutes

Sometimes it's unavoidable to repeat a word or phrase. If you keep using the same one, the repetition will become monotonous and call attention to itself at the expense of the thought you're trying to communicate. When that happens, try using a synonym or substitute phrase to provide Coherence, along with some variety.

As you read the paragraph below, underline the synonyms used for the topic as identified in the Topic Sentence.

Your boss on your first job is probably the single biggest factor in determining your approach to all subsequent work. The top guy can treat you as if he expects that you'll do well with the right guidance, or as if you'll totally screw up if not watched closely. This affects how you view your own

capabilities. In addition, the attitudes of co-workers toward each other are often determined by the way the supervisor acts. If he makes things very competitive, there may be a lot of suspicion and mistrust. Finally, if the head honcho views the work from an appropriate perspective, neither trivial nor of earth-shaking importance, you will start to develop the right perspective as well.

Transitional Expressions

We have looked at Transitional Expressions, which we'll dub just "Transitions" from now on, two or three times previously, most recently in discussing Sentence Variety. Transitions are the words or phrases that help make the change, the "transition," from one sentence to another. They can help provide variety, but they are also crucial in determining relationships between ideas in clauses or sentences. For instance, look at how the difference in Transitions totally changes the meaning of these two sentence pairs.

Patti decided to help Bob. As a result, he finished the polishing quickly.

Patti decided to help Bob. Despite this, he finished the polishing quickly.

We can assume that Patti, at least, would be sensitive to the difference and would have a definite preference for one Transition over the other.

While the function of indicating relationships is probably the biggest one for Transitions, we are a bit more concerned right now with how they provide Coherence. As an example of how Transitions do this, read the Paragraph below and notice the underlined Transitions.

My first job was actually that of a choirboy. Granted, I didn't earn much, but I was paid, and all in silver. Consequently, when I jingled the coins in my pocket, I felt pretty rich, as well as superior to the kids I knew who just got allowances. In addition, because I was earning money doing

"God's work," I felt some spiritual superiority as well as financial. I was a good little boy, however, and tried not to show this sense of superiority. I was so good at hiding it, in fact, that no one ever realized how I felt. Nevertheless, I was pretty smug inside, a fact for which I hope I've been forgiven.

You probably noticed in this last Paragraph that Transitions don't have to go at the beginning of the sentence. They can, indeed, go in the middle. You don't want to always put them there, however. They work well at the end of the sentence sometimes. In any case, try to vary their location just to provide a different rhythm.

Because Transitions are so important, on the next page is a list of common ones, organized according to the type of relationship they indicate. You might want to keep it somewhere handy, where it will remind you to use them and serve as a good reference of the different ones.

List of Transitional Expressions

<u>Relationship</u>	<u>Expression</u>
Addition	also, and, and then, as well, besides, beyond that, first (and second, third, last, etc.), furthermore, in addition, moreover, next, yet another
Comparison	in the same way, likewise, similarly
Contrast	Although, despite this, even though, however in contrast, nevertheless, on the contrary, on the other hand, whereas, yet
Conceding	certainly, granted, or course no doubt, without question
Emphasis	above all, certainly, especially, in fact, in particular, indeed, most important, surely
Illustration	as a case in point, as an example, for example for instance, for one thing, in particular, one such, yet another
Place location	above, beside, below, beyond, farther, further, here, inside, nearby, next to, on the far (near) side, outside, to the east (south, etc.), there
Qualification	although, perhaps
Reason for	as, because, for, since
Result of	and so, because of this, as a consequence, as a result, consequently, for this reason, hence, therefore, thus
Summary	all in all, finally, in other words, in summation, lastly, on the whole, to sum up
Time location	After awhile, afterward, at last, at present, briefly, currently, eventually, finally, first (second, etc.), gradually, immediately, in the future, later, meanwhile, now, recently, sometimes, soon, suddenly, then, these days

Now that you've planned a Paragraph and learned some different techniques to provide Coherence, do Assignment 2.

Assignment 2

Using the Topic Sentence and Simple Outline you developed for Assignment 1, write a Paragraph of at least 5 sentences. Use at least one Repetition of a key word or phrase, one Synonym or Sub-stitute, and one Transition.

Be sure to make a first draft and turn it in along with the Simple Outline and the Paragraph.

SECTION 7

Paragraph Assignments

Before we get to the rest of the Assignments, here are some suggestions about how to go about doing them.

Through at least the first four or five, do some thorough Pre-Writing, trying both Brainstorming and Freewriting. Some people may think these somewhat artificial and of dubious worth, but you won't know how effective they can be for you until you try them. Whether you teacher will want to see your Pre-Writing is up to him or her.

Do a Simple Outline for all your Paragraphs. Here again, your teacher will indicate if the Outline is to be turned in.

Always write a first draft and work carefully Revising it.

And speaking of Revision, while we'll look more closely at it when we get to longer assignments, for now we can learn three help-ful ideas.

1. If you compose at a keyboard (typewriter or word processor), double space. If you write longhand, skip lines. Leaving this space makes it easier to make corrections or additions. For the same reason, leave wide side margins.
2. Try to allow some time between writing the first draft and the Revising. For instance, do the first draft in the evening and Revise in the morning. It's difficult to find everything that could be improved in something you just finished writing.
3. Read your first draft aloud to yourself, a friend, or family member. (If you have a child over the age of ten, he or she would get a big kick out of helping you out).

Remember to use the different techniques for Coherence. The Assignments suggest a few relevant Transitions, but you don't have to restrict yourself to them.

The topics suggested with each Assignment are "samples." They are there to get you started, and if none of them turn you on, make up your own. At first, though, before setting off on a new topic, check with your teacher to make sure it's feasible for one Paragraph.

Assignment 3 - Description

Using the Principle of Space Order, write a minimum 5 sentence Paragraph describing the appearance of something.

Sample Topics:

A place where you work.

A car, boat, snowmobile, dirt bike, etc. in which you take pride.

Your son or daughter.

Your favorite room at home.

A keepsake or family heirloom.

A pet.

An outfit you might wear to a New Year's Eve Party.

A classroom you remember well.

The table at Thanksgiving.

Sample Transitions - next, below, beyond, inside, etc.

Assignment 4 - Anecdote

Using the Principle of Time Order, write a minimum 5 sentence Paragraph relating an Anecdote or brief event.

Sample Topics:

When you really botched something up at work

An accident you were involved in.

Your first day at your present job.

A moment of triumph for you.

An ideal Saturday afternoon.

A memorable vacation day.

A memorable New Year's Eve.

Losing, then finding something valuable.

A trip to the dentist.

The first time you said "I love you" to a non-family member of the opposite sex.

Sample transitions - Next, then, after while, suddenly, etc.

Assignment 5 - Process

Again using Time Order, describe a Process. Choose a fairly simple one.

Sample Topics:

- Something you do at work.
- How an argument is started.
- How an argument can be stopped.
- One method you use to get your way at home.
- One method someone else at home uses to get his/her way.
- Something you do in pursuit of a hobby or recreation.
- How to cook something.
- How to fix something that's broken.
- How to impress you supervisor.
- How to be totally and completely lazy.

Sample Transitions - then, next, following that, finally, etc.

Assignment 6 - Illustration

Using Examples and the Principle of Listing, Illustrate an idea, a situation, a type etc. Use at least three Examples.

Sample Topics:

- Hot cars.
- Game fish.
- Strange clothing styles.
- Stupid television commercials.
- Vegetables that grow well in a home garden.
- Water sports.
- Types of investments.
- Women's magazines.
- Offbeat pets.
- Reasons to get married.

Sample Transition - another, besides, in addition, also.

Assignment 7 - Cause and Effect

Use Time Order to explain a Cause and Effect. This may be quite similar to the Process Paragraph, but that's okay. Just be sure to stress that one thing causes another to happen, not just that they happen to occur in sequence. Transitions are important to convey this, as are strong verbs like "make," "produce," and "cause."

Sample Topics:

Why the younger generation is the way it is (pick just one aspect).

Why leaves turn colors in autumn.

Why your company is in the shape it's in (positive or negative).

Why the Japanese have become such strong competitors to the United States.

Why watching too much television is bad for you.

Why we don't seem to have heroes anymore.

Why what you wear to bed is most comfortable for you.

Why it's important to teach children good eating habits.

Why participating in this program will improve you life.

Sample Transitions - As a result, consequently, therefore, hence.

Assignment 8 - Classification

Using Examples and the Principle of Classification, put at least six things or people of a certain type into at least three categories. Choose relevant categories. For instance, it wouldn't make sense to categorize English teachers by height. It would make sense to categorize them by teaching style.

Sample Topics:

Supermarket shoppers.

Co-workers.

Ways of showing anger.

Members of the opposite sex you've dated.

Parents.

Fans at one type of sports event.

Holidays.

People at the beach.

Drivers.

Assignment 9 - Comparison and Contrast

Using Facts and Examples, Compare and Contrast two similar things. Remember that to Compare is to find similarities and to Contrast is to note differences. Note at least two similarities and two differences, which means that this Paragraph may be longer than your previous ones. You can compare the two things point by point, or do all of one and then all of the other.

Sample Topics:

Your present job and your first job.

Your present job and your ideal job.

Your present home and the one in which you grew up.

Owning your first bicycle and owning your first car.

Driving to work and using public transportation.

The school of "hard knocks" and formal education.

A sick day when you went to school and a sick day from work.

Your attitudes toward children and your parents attitudes toward you.

A novel and the movie treatment of that novel.

Snow skiing and water skiing.

Sample Transitions - on the other hand, in contrast, whereas.

Assignment 10 - Persuasion

Using Facts, Definitions and/or Testimony in an Order of Importance, write a paragraph that persuades the reader that you are correct on some matter of opinion. Give at least three reasons.

Sample Topics:

Why a certain condition at work should be changed.

What should be done about D.W.I.

Handgun Control.

Blood testing for AIDS.

husbands sharing housework.

Violence on television.

Mandatory retirement at 65.

Computer education in public schools.

Smoking in public places.

MTV.

Sample Transitions - As a case in point, for one thing, yet another, more (most) significant.

MASTERY ACTIVITY

To say that someone has "mastered" something connotes that he or she has learned to do it smoothly and quickly, in a minimum of time. This is the key to devising a good Mastery Activity for this Module.

Tell students that they will have to write two Paragraphs in class in a set amount of time. Fifty minutes ought to be about right, but you can vary it depending on the ability of your group. Don't tell them what type of Paragraphs they'll write, or the topics.

Choose two types, at least one of them more difficult, such as Persuasion or Classification. Have four or five topics which you feel sure will interest the students. You might get them from Brainstorming you've done, but don't choose any that anyone has written about. Tell them they must use one of your suggested topics.

Have them do Pre-Writing, a Simple Outline and the Paragraph. Twenty-five minutes is adequate time to do all that.

How you evaluate these and what constitutes Mastery performance will be up to you. Do tell the students what you will be looking for.

SUGGESTIONS FOR EXPANSION

The easiest way to expand this Module would be to have students do more than one Paragraph of each Assignment. You could do two at a time as you went through them or go through them once, then go around and do them all again.

Another very fruitful way to expand would be to do frequent Revising and Rewriting. Students learn much through having to find better ways of saying something. This is also an area where they could do a lot of work together.

All of the books cited so far in connection with Mechanics and Sentences have sections of Paragraphing, and you could look to any of these for alternative explanations and examples. A book which is particularly good at explaining with good examples is, Writing Well, by Donald Hall, Boston: Little, Brown and Co., 1985.